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**MEREDITH COLLEGE
RALEIGH, N. C.**

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1. **Definition of the Problem**

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LEGEND—New gir

Bobby Abernathy, McAdenville
 Janie Allen, Cherryville
 Mildred Allen, Creedmoor
 Dorothy Arnsdorff, Savannah, Ga.
 Frances Bagwell, Raleigh
 Helena Chapman Baker, Norfolk, Va.
 Mary Elizabeth Banks, Apex
 Rebecca Barnes, Black Creek
 Annie Helen Beckwith, Fayetteville
 Helen Davie Bedon, Miami, Fla.
 Mildred Blackman, Honolulu, Hawaii
 Marjorie Blum, Middleburg
 Dorothy Browne Boling, Fayetteville
 Doris Gene Bowman, Snow Hill
 Margaret Linda Brewer, Kinston
 Isabel Britt, Cary
 Mary Frances Britton, Ahoskie
 Jean Allen Brooks, Kinston
 Dorothy Mae Bruton, Raleigh
 Mary Elizabeth Bryant, Durham
 Eloise Carlton, Burgaw
 Ethelene Carr, New Hill
 Amy June Carter, Winston-Salem
 Meredith Cash, Charlotte
 Barbara Cashwell, Lumberton
 Jean Chesson, Roper
 Ethel Chiffelle, Slatersville, R. I.
 Mary Jo Clayton, Millersville, Md.
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 Mary Frances Comer, Cherokee
 Elizabeth Cotton, Poplar Branch
 Helen Frances Cram, Clarksville, Va.
 Francella Craven, Mooresville
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 Gloria Downing, Raleigh
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 Jewell Eatman, Raleigh
 Helen Evans, Milltown, N. J.
 Mary Ferguson, Raleigh
 Marilyn Ferrell, Kinston
 Eloise Thomas Fishel, Oxford
 Eva Fitzgerald, Pinehurst
 Hilda Lee Frink, Clarendon
 LaMonna Gattis, Burlington
 Mildred Lee Gilbert, Bolivia
 Hazel Goodwin, Raleigh
 Minnie Lou Gower, Clayton
 Helen Jeanette Halthcock, Raleigh
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 Helen Hall, Raleigh
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 Richie Harris, Raleigh
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 Mary Carolyn Haywood, Florence, S. C.
 Edlene Hoggard, Aulander
 Mary Lee Holder, Garner
 Betsy Jean Holt, Raleigh
 Julia Hoover, Crouse
 Viola May Hoyle, Henderson
 Josephine Hughes, Greer, S. C.
 Iva Hurst, Pittsboro
 Jewel Hyatt, Greensboro
 Mildred Jennette, Raleigh
 Betsy Ross Johnson, Clayton
 Ellen Katharine Johnson, Enfield
 Hazel Lassiter Johnson, Smithfield
 Doris Marie Jones, Cary
 Doris Woody Jones, Roxboro
 Myra Horton Jones, Rose Hill
 Alexandria Kambis, Elizabeth City
 Daisy Juliette Kambis, Elizabeth City
 Maria Kitchin, Scotland Neck
 Mary Ella Klutz, Newton
 Emily Knott, Kinston

RENDIPITY*



September, 1912.

wendolyn Krahnke, Leland
 idred Rebecca Lancaster, Bolivia
 ebecca Lane, Raleigh
 elyn LaSalle, Paris, France
 mily Lassiter, Potocasi
 lorine Leadford, Raleigh
 lora Ann Lee, Raleigh
 tchell Lee, Varina
 harlotte Leonard, Lexington
 idred Lewis, Middlesex
 illa Grey Lewis, High Point
 illan Lineberry, Raleigh
 elyn Little, Smithfield
 elia LeGrand Long, Durham
 lrian McDonald, Raleigh
 atsy McLawhorn, Winterville
 nne McLendon, Lexington
 eggy Majette, Grimesland
 ebecca Mancee, Bales Creek
 illa Matthews, Cary
 everette Middleton, Raleigh
 lva Glenn Miller, Hamlet
 lizabeth Crowell Mills, Raleigh
 osemary Morehead, Lumberton
 ary Kathryn Nelson, Conway
 lizabeth Newman, Sumter, S. C.
 lylan Nowell, Wendell
 ula Oliveira, Providence, R. I.
 idie Outlaw, Seven Springs
 ary Elizabeth Parrott, Henderson
 an Bradsher Pegram, Raleigh
 uthelene Petters, Chimney Rock
 rtrude White Pierce, Hallshorn
 athleen Powers, Saint Pauls
 innach Pridgen, Warsaw
 onnie Redwine, Raleigh
 uthelene Rebecca Reid, Warrenton
 uthelene Riddick, Winston Salem
 lizabeth Sawyer, Elizabeth City
 illie Seyvern, Brigantine, N. J.
 rothy Shenly, Raleigh
 lizabeth Shelton, Washington
 arie Shuttler, Raleigh

Mary Margaret Silver, Shelby
 Miriam Small, Albemarle
 Annie Laurie Smith, Wagram
 Annie Mae Smith, Selma
 Mary Eunice Sorrell, Dunn
 Emma Catherine Southerland, Wallace
 Ruby Lee Spencer, Ayden
 Helen Stephens, Boardman
 Barbara Stevens, Raeford
 Dorothy Lee Stone, Morrisville
 Mabel Summers, Bardstown, Ky
 Doris Louise Thompson, Farmont
 Nellie Ray Thompson, Mount Olive
 Dorothy Tippet, Raleigh
 Mary Alice Turner, Hamlet
 Mary Gertrude Turner, Erwin
 Jessie Bell Utley, Moncure
 Frances Wallace, Jamesville
 Helen Frances Warren, Dunn
 Frances Watkins, Troy
 Jane Watkins, Durham
 Mary Lee Wethington, Grifton
 Alma Jean White, Colerain
 Layle Ruth White, Holgood
 Daphne Whitley, Goldsboro
 Carolyn Wilburn, Greenville, S. C.
 Doris Eleanor Williams, Zebulon
 LaVee Williams, Kenly
 Mary Jo Williamson, Raleigh
 Catherine Wilson, Louisburg
 Mary E. Wilson, Greensboro
 Sidney Ann Wilson, Raleigh
 Jacqueline Anne Witmer, Cary
 Evelyn Wool, Andrews
 Magdalene Wood, Castalla
 Bettie Lurline Woodard, Castalla
 Mary Elizabeth Wrenn, Danville, Va.
 Amy Wylie, Hallshorn
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President: Carlyle Campbell
 Miss Frances Bailey,
 Freshman Faculty Sponsor
 Mrs. Lillian Parker Wallace,
 Orientation Chairman

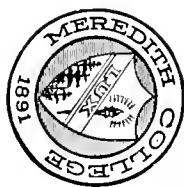


MEREDITH COLLEGE BULLETIN

SERIES 36 — SEPT. 1942 — NO. 1

ENTERED AS SECOND CLASS MATTER

RALEIGH, NORTH CAROLINA



Published by MEREDITH COLLEGE at Raleigh, N. C.
Monthly except June, July, and August
Entered January 13, 1908, at Raleigh, N. C., as Second-
Class Matter under Act of Congress of July 16, 1894



You are invited to listen to a series of half-hour broadcasts by the Music Department of Meredith College on Monday evening 8:00-8:30 p.m. on
Station WPTF (680 on your dial)

LEGEND

1. Dr. Harry E. Cooper, F.A.G.O., head of the department of music theory, will inaugurate the series with an organ recital on Monday evening.
2. Dorothy Phelps, pianist, Edgar and Dorothy Allen, violinists, will play two violins and piano at a later date.
3. The Meredith College Choir of ninety-two girls, directed by Dr. Founders' Day broadcast, February 5, and again on the regular series.
4. Beatrice Donley, teacher of voice and director of the Meredith College Glee Club, working with four members of the glee club.
5. Stuart Pratt, head of the piano division, and Phyllis Warnick, teacher of public school music, confer at a duo-piano rehearsal.

(* "Serendipity, n. The gift of finding valuable or agreeable things not sought for." Webster.)



RENDIPITY*

casts by the Music
at 10 p. m. from

and professor of organ and
January 18.

appear on a program for

per, will sing on a special
day evening, April 5.

college Glee Club, is seen

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MEREDITH COLLEGE BULLETIN

SERIES 36 — OCT. 1942 — No. 2

ENTERED AS SECOND CLASS MATTER

RALEIGH, NORTH CAROLINA



Published by MEREDITH COLLEGE at Raleigh, N. C.
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Series 36

NOVEMBER, 1912

No. 3

Meredith College Bulletin



ALUMNAE NUMBER
1942 - 1943

Published by Meredith College at Raleigh, N. C. monthly except
June, July, and August

Entered January 13, 1908, at Raleigh, N. C. as second-class matter
under Act of Congress of July 16, 1894

Foreword

THE Alumnae Association is again happy to have the privilege of sponsoring the November issue of the *Meredith Bulletin*. Since our country is now at war and we are more conscious than ever before of the value of those principles and institutions for which our boys are fighting, the Bulletin Committee thought it especially fitting to call this sixth alumnae issue, "The Loyalty Number." The purposes of our association as set forth in the constitution are: "To enlist the coöperation of all former students, to stimulate a greater spirit of love and loyalty, and to promote in every way possible the welfare of the college." We have arranged the contents of this issue in such a way as to try to make more significant to you these three purposes:

First, in order to "enlist the coöperation of all former students," we have prepared a directory of our alumnae officers, class officers, chapters and their presidents, and committee chairmen—a directory which will be of great aid in your intelligent coöperation. To "stimulate a greater spirit of love and loyalty," we asked Ruth Couch Allen, chairman of the Loyalty Fund, to bring you a plea. We feel that through your gifts to the Loyalty Fund you make tangible expression of your love and loyalty. We were happy to reserve a special place in the *Bulletin* for a message from our alumnae president, Laura Weatherspoon Harrill, who has set as her own personal goal, the third purpose of the association, "to promote in every way possible the welfare of the college."

Always an outstanding feature of the alumnae issue is the commencement address, and this year we are especially proud of the 1942 address, "The Real Thing," by Anne McKaughan Farrell. The *Bulletin* closes with the notes from the 1943 reunion classes and the pictures of the children, features we always enjoy.

As chairman of the Bulletin Committee, I should like to express my appreciation to Mae Grimmer, Alumnae Secretary, for her invaluable assistance in preparing this issue for publication, and to Portia Alderman Banks, Rachel Fulton, and others for their help in editing the messages from the reunion classes.

ELIZABETH PURNELL RAND, '26.

Directory

"To enlist the cooperation of all former students"

Officers of the Association

President—Laura Weatherspoon Harrill (Mrs. L. R.), '27, 1607 Iredell Drive, Raleigh.

Vice-President—Sallie Calvert Parker (Mrs. Raymond), ex-'17—Jackson

Vice-President, Asheville Division—Margaret Craig Martin (Mrs. Zeno), '30, Marion.

Vice-President, Charlotte Division—Beth Carroll Taylor (Mrs. Cooper E.), '22, 1641 Providence Road, Charlotte.

Vice-President, Elizabeth City Division—Elizabeth Beans Wade (Mrs. Clifton), '30, Colerain.

Vice-President, Greensboro Division—Janie Burns Oakley (Mrs. Curtis H.), '29, Roxboro.

Vice-President, Wilmington Division—

Recording Secretary—Marguerite Mason Wilkins (Mrs. R. B.), '30, 2104 Club Boulevard, Durham.

Executive Secretary and Treasurer—Mae Grimmer, '14, Meredith College.

Alumnae-at-large (to serve on the executive committee)—Katherine Blacklock Cheatham (Mrs. Graham), '34, Oxford; Blanche Burke Satterfield (Mrs. Frank), '20, 922 Mangum Street, Durham.

Alumnae Trustees

Maude Davis Bunn (Mrs. J. Wilbur), '10, Iredell Drive, Raleigh.

Margaret Shields Everett (Mrs. S. Justus), '02, Greenville.

Foy Johnson Farmer (Mrs. J. S.), '07, "Tenacres," Route 4, Raleigh.

Anna Kitchin Josey (Mrs. R. C., Jr.), ex-'10, Scotland Neck.

Mabel Claire Hoggard Maddrey (Mrs. C. Gordon), '28, 2606 Lockmore Drive, Raleigh.

Beth Carroll Taylor (Mrs. Cooper E.), '22, 1641 Providence Road, Charlotte.

Committee Chairmen

Bulletin, Elizabeth Purnell Rand (Mrs. Wm. R.), '26, Garner.

Directory, Lou Norwood Teague (Mrs. S. P.), ex-'12, 2712 Bedford Avenue, Raleigh, and Elizabeth Hostetler, '41, 2524 White Oak Road, Raleigh.

Friends of the Library, Bernice Kelly Harris (Mrs. Herbert K.), '13, Seaboard.

Hospitality, Crystal Davis Potter (Mrs. J. M.), '26, 201 W. Whitaker Mill Road, Raleigh.

Ida Potcat Loun Fund, Mary Yarbrough, '26, 1715 Hillsboro Street, Raleigh.

Loyalty Fund, Ruth Couch Allen (Mrs. J. LeRoy), '22, Roylen Wood, Raleigh.

Nominating, Mary Lee Bivens Tyner (Mrs. B. Y.), '06, 31 Shepherd Street, Raleigh.

Obituary, Margaret Bright, '07, New Hill.

Reunion Classes, Mabel Claire Hoggard Maddrey (Mrs. C. Gordon), '28, 2606 Lockmore Drive, Raleigh.

Social, Jane Yelverton Wells (Mrs. Sim H.), '38, 1229 Canterbury Road, Raleigh.

Swimming Pool, Marguerite Mason Wilkins (Mrs. R. B.), '30, 2104 Club Boulevard, Durham.

Directory--Continued.

Permanent Class Officers and Loyalty Fund Chairmen (two-year tenure)

<i>Class Officers</i>		<i>Chairmen</i>	
1902	Margaret Shields Everett (Mrs. S. Justus).....Greenville	Elizabeth Parker Reynolds (Mrs. G. D. R.).....Albemarle	
1903	Willie Lambertson Bolton (Mrs. R. L.).....Rich Square		
1904	Virgie Egerton Simms (Mrs. R. N., Sr.)..... Wake Forest Road.....Raleigh		
1905	Ruby McKay Barrett (Mrs. W. C.).....Laurelburg	Dora Falls McDowell (Mrs. E. E.).....Cherryville	
1906	Essie Morgan Poteat (Mrs. Hubert).....Wake Forest	Mary Johnson Lambeth (Mrs. Chas. F.).....Thomasville	
1907	Ethel Carroll Squires (Mrs. R. M.).....Wake Forest	Bessie Parker Parker (Mrs. C. G.).....Woodland	
1908	Dora Cox.....Winterville	Hassie Ponder Monger (Mrs. Ralph).....Sanford	
1909	Undine Futrell Johnson (Mrs. Wingate), 428 Stratford Road.....Winston-Salem	Lucy Hayes Pittman (Mrs. R. E.).....Greenville	
1910	Ellie Thompson.....Leasburg	Maudie Wall Cheek (Mrs. J. M.), 701 Watts St.....Durham	
1911	Willie Weathers Hackney (Mrs. B. H.).....Lucama	Rose Goodwin Pool (Mrs. Frank), 320 University Ridge.....Greenville, S. C.	
1912	Mildred Edmundson Green (Mrs. H. C.), 214 S. John Street.....Goldsboro	Eunice Edmundson Johnston (Mrs. Greene S.), 1031 Thomasville Road.....Tallahassee, Florida	
1913	Sallie Camp Ray (Mrs. Burton J.), Franklin, Virginia	Kitty Poole Johnson (Mrs. Walton), Camp Sequoyah.....Weaverville	
1914	Kate Johnson Parham (Mrs. Benjamin).....Oxford	Katherine Knowles Lewis (Mrs. W. E.).....Mount Olive	
1915	Isabel McKenzie Moore (Mrs. Wm. A.).....Kinston	Mildred McIntyre Stack (Mrs. L. P.).....Hingham, Mass.	
1916	Nell Covington Hardee (Mrs. A. L.) 308 Graham Street.....Florence, S. C.	Nell Fowler Olive (Mrs. L. R.), 3 Dixie Trail.....Raleigh	

1917	Mary Lynch Johnson-----	Meredith College
1918	Ellen Brewer, 126 Groveland Avenue-----	Raleigh
1919	Mary Claire Peterson Scarborough (Mrs. J. H.), 2401 Wilmot Avenue-----	Columbia, S. C.
1920	Madge Daniels Barber (Mrs. C. W.)-----	Ardmore, Penn.
1921	Elizabeth Cullom Kelly (Mrs. Fann)-----	Rockingham
1922	Ann Eliza Brewer, Breun College-----	Gainesville, Ga.
1923	Lillian Horton Ammons (Mrs. Fred), 1405 Hillsboro Street-----	Raleigh
1924	Susie Herring Jeffries (Mrs. C. L.), Bluefield, W. Va., Mabel Oldham Young (Mrs. R. C.)-----	Kittrell
1925	Winnie Rickett Pearce (Mrs. J. Winston), 911 West Markham Avenue-----	Durham
1926	Dr. Margaret Lincherry Owen-----	Canton
	Elmer Laine Petty (Mrs. Davis), Box 81-----	Guilford
	Margaret Eagles Copeland (Mrs. Eric), Salmon Apartments-----	Durham
1927	Mary Ayscue, Recorder Building-----	Raleigh
	Geneva Benthall Livermon (Mrs. J. S.)-----	Scotland Neck
	Ruth Lilley Crockmore (Mrs. A. R.)-----	Frontress, Va.
1928	Ruth Bowden, 1010 Lexington Avenue-----	Charlotte
	Musette Kitchen Dunn (Mrs. S. A.)-----	Enfield
	Page Morehead Jones (Mrs. R. E.)-----	Franklin, Virginia
	Ann Ashcraft Brooks (Mrs. J. E.)-----	Brooklyn, N. Y.
	293 Garfield Place-----	
	Kate Matthews, Cameron Court Apts.-----	Raleigh
	Bentah Joyner Harris (Mrs. Chas. C.), 833 Sycamore Street-----	Rocky Mount
	Mary Jane Carroll Clark (Mrs. H. E.)-----	Scotland Neck
	Moutrie Drake Iottis (Mrs. W. Z.), 116 Millercrest Rd.,-----	Raleigh
	Sarah Noce, Queens College-----	Charlotte
	Elizabeth Knight Langley (Mrs. T. Lewis), 1405 Kittenhouse Street-----	Lynchburg, Virginia
	Margaret Fleming Winstead (Mrs. J. L.), 392 Green Street-----	Greenville
	Gladys Curran-----	N. C. School for the Blind, Raleigh
	Mary Alderman Dobson (Mrs. Howard Drexel)-----	Alcola, S. C.
	Mildred Oliver, 1912 H Street, N.W.-----	Washington, D. C.
	Mary Lee Sears Johnston (Mrs. Wm. Henry, Jr.), 122 New Bern Avenue-----	Raleigh

Directory--Continued.

Permanent Class Officers and Loyalty Fund Chairmen (two-year tenure)

Class Officers

1929 Louise Craven Godwin (Mrs. Harvey S.),
Blue Mountain-----Mississippi

Miriam Daughtry, 807 Spruce St., Philadelphia, Penna.
Sarah Newborn Edwards (Mrs. Geo. Wm.)-Snow Hill

1930 Margaret Craig Martin (Mrs. Zeno)-----Marion
Elizabeth Deans Wade (Mrs. C. E.)-----Colerain
Della Roberson Gillam (Mrs. Bond)-----Windsor

1931 Gertrude Rustie Pope (Mrs. C. H.)-----Bentaville
Third Officer Margaret Lucas, W.A.A.C. Training
Center-----Fort Des Moines, Iowa
Madeline May Allen (Mrs. James B.)-----Troy
Irene Thomas Shine (Mrs. H. Parrior),
720 Tarboro Street-----Rocky Mount

1932 Edwina Martin Crowther (Mrs. E. A.),
806 Trail Avenue-----Frederick, Maryland
Nellie Norris Branch (Mrs. Harry A.)-----Enfield
Charlotte Makepeace Abernathy (Mrs. W. H.),
1315 W. Thomas Street-----Rocky Mount
Beatrice Vogel Pinkas (Mrs. David),
10 Roosevelt Street-----Norwalk, Conn.

1933 Pat Abernethy, Post Service Club No. 2-----Fort Bragg
Annette Donavant Coltrane (Mrs. Wm.),
2015 Fernwood Drive-----Greensboro
Margaret Briggs Strickland (Mrs. H. W.)-----Kinston
Lula Belle Highsmith, 29 Fullerwood
Drive-----St. Augustine, Florida

Chairmen

Miriam Daughtry, 807 Spruce St.-----Philadelphia, Penna.

Chloris Kellum, 511 Caswell Building-----Raleigh

Georgia Cowan, North Carolina Library
Commission-----Raleigh

Lottie Belle Myers Stanley (Mrs. E. M.),
Box 2968-----Greensboro

Martha Salisbury-----Scotland Neck

1934	Katherine Davis Ogburn (Mrs. T. L.) Box 459	Winston-Salem	Mary Lois Parker Meacham (Mrs. Frank), "Verona,"	Jackson
1935	Katherine Mosley Love (Mrs. James Stewart)	New York City	Alice Bryan	Fuquay Springs
1936	Norma Rose, 391 Prospect Street, Sonora Blund Penthall (Mrs. Raymond)	New Haven, Conn. Woodland	Frances Calloway Propst (Mrs. Earl)	Concord
1937	Ruby Barrett Margaret Kramer	Laurinburg Meredith College	Pauline Davis Perry (Mrs. Clifford), 1222 Presidential Gardens	Andrew Jackson Alexandria, Virginia
1938	Harriet Rose, 1930 Race Street Margaret Grayson Covington (Mrs. Furman Payne) Mary Elizabeth Bell Katherine Covington Lambeth (Mrs. J. E., Jr.)	Philadelphia, Penna. Washington Thomasville	Katherine Covington Lambeth (Mrs. J. E., Jr.)	Thomasville
1939	Charlotte Peebles, Bethel High School Barbara Behrman McClain (Mrs. Howard) Mullins Hall Helen Garvey	Woodsdale Louisville, Ky. Nashville	Anna Lee Johnson, 2103 Myrtle Avenue	Raleigh
1940	Nora Binder Mildred Marshbanks	Elkin Bute's Creek	Virginia Council, 101 E. Jones Street	Raleigh
1941	Sara Hayworth Ida Willa Howell Friday (Mrs. Wm. C.), 742 W. Princess Ann Road	Ashboro Norfolk, Va.	Mary Frances Brown	Elizabeth City
1942	Addie Davis Catherine Wyatt, 121 E. Park Drive	Elkin Raleigh	Catherine Wyatt, 124 E. Park Drive	Raleigh

Chapters and Presidents

<i>Aper</i> —Margaret Bright, '97	New Hill
<i>Carteret County</i> —Alberta Atkinson McNeill (Mrs. Geo.), '28	Morehead City
<i>Chapel Hill</i> —Lena Mae Williams, '26	Chapel Hill
<i>Charlotte</i> —Louise Brockwell Joslin (Mrs. A. Langdon), '27 2131 Selwyn Avenue	Charlotte
<i>Columbus County</i> —Eunice Register Cox (Mrs. Alpheus), ex.	Whiteville
<i>Durham</i> —Jane Greene, '29, Duke Library, Duke University	Durham
<i>Enfield</i> —Virginia Branch, '28	Enfield
<i>Goldsboro</i> —Annie Grady Glover (Mrs. R. R.), 401 Park Avenue	Goldsboro
<i>Greensboro</i> —Bernice Hurley Kanoy (Mrs. W. C.), ex., 208 N. Mendenhall Street	Greensboro
<i>High Point</i> —Sarah Cooke Rawley (Mrs. D. A.), '29, 1209 Johnson Street	High Point
<i>Kinston</i> —Bebe Dickenson, '40	Kinston
<i>Land of the Sky</i> —Addie Tyner Baucom (Mrs. H. W.), ex., 50 Arden Road	Asheville
<i>Lee County</i> —	
<i>Lexington</i> —Louise Martin Hilton (Mrs. H. E.), '35	Lexington
<i>New Hanover</i> —Roberta Crawford Hamilton (Mrs. T. T., Jr.), '25, 215 Grace Street	Wilmington
<i>Northampton County</i> —	
<i>Person County</i> —Addie Jones Hall (Mrs. Claude T.), ex.	Woodsdale
<i>Richmond County</i> —	
<i>Robeson County</i> —Lillian Poe Ward (Mrs. Henry D.), '38	Lumberton
<i>Rocky Mount</i> —Katherine Cooke Joyner (Mrs. G. Edgar), '26, 417 Sycamore Street	Rocky Mount
<i>Rowan County</i> —Hesta Kitchin Crawford (Mrs. J. R., Jr.), '29, 207 S. Ellis Street	Salisbury
<i>Scotland Neck</i> —Geneva Benthall Livermon (Mrs. J. S.), '27	Scotland Neck
<i>Statesville</i> —Katherine Nooe Knox (Mrs. Bonner), '24	Statesville
<i>Thomasville</i> —Myra Olive, '18, The Mills Home	Thomasville
<i>Wake County</i> —Crystal Davis Potter (Mrs. J. M.), '26, 201 W. Whitaker Mill Road	Raleigh
<i>Wilson</i> —Pauline Kitchin Allen (Mrs. Burwell), '30, 205 N. Bynum Street	Wilson
<i>Winston-Salem</i> —Martha Davis Lowrance (Mrs. L. Henry), ex., '34, 2525 Forest Drive	Winston-Salem

Districts and Chairmen

- Florida*—Emily Boyd Garrison (Mrs. R. L.), '11, Route 1, Box 90—Sanford
- Kentucky*—Barbara Behrman McClain (Mrs. Howard), '39,
Mullins Hall-----Louisville
- New Jersey-New York*—Elma Fleetwood Moore (Mrs. Harold), '24,
706 Ramapo Road-----Teaneck, New Jersey
- South Carolina*—Rose Goodwin Pool (Mrs. Frank), '11,
320 University Ridge-----Greenville
- Virginia*—Vivian Betts Baker (Mrs. Pembroke), '09,
124 Brewer Avenue-----Suffolk
- Washington, D. C.*—The Vann Chapter—Martha Maynard Mattison
(Mrs. James B.), '28, 5 Forest Grove Drive—Silver Spring, Md.
- West Virginia*—Virginia Lee Watson Cooper (Mrs. Thos. Randolph), '40,
Apt. 3, 1204 Kanawha Boulevard-----Charleston

The Loyalty Fund

"To Stimulate a Greater Spirit of Love and Loyalty"

Opportunity is knocking at the door of every alumna, the opportunity to participate in the great movement which is Meredith. The College has meant much in the life of each of us; we want it to be equally important in the lives of many other girls.

The Loyalty Fund is the medium through which each one, with a minimum of time and effort, may show tangible evidence of her love for her Alma Mater. The gift will be used by the administration, in whom we have the utmost confidence, in the way most effective for the preservation and growth of Meredith.

We are proud of the results of last year, even though we did not reach the goal which Dr. Campbell had set for us. The alumnae gave \$2,800. Of that amount \$2,150 was given to the College; the remainder was used for association expenses which have always been taken care of by the \$2 dues. The per capita gift was \$7.97. Although only 15 percent of the alumnae responded, we felt encouraged by the increase of 5 percent over the number who contributed the previous year. We should have at least 25 percent this year. In the classes of 1907 and 1917, 50 percent of the members sent gifts. Would that record not be a worthy goal for each class?

Last year we had some large individual gifts, the highest one being \$250; we want those again this year, but we are even more eager for a very great increase in the number of gifts. Although your gift may be small, its strength multiplies many times when united with other small gifts from loyal hearts. If possible, mail your gift immediately to Mae Grimmer; if you cannot do so now, be sure to get it in before Founders' Day in February and thus help to make the celebration a truly significant one.

RUTH COUCH ALLEN,
Chairman Loyalty Fund.

Our President's Message

"To Promote the Welfare of the College in Every Way Possible"

In this Loyalty Number of the *College Bulletin* I would issue an urgent call for *loyal* Meredith alumnae. Meredith is calling on the alumnae to come forward, and, as the constitution of the Alumnae Association states, *to promote in every way possible the welfare of the College.*

Meredith needs loyalty. The need is particularly acute now because of this critical war period during which institutions as well as households suffer financial struggle. The future of Meredith College rests now as it has always rested in the hands of the North Carolina Baptists. Meredith, the Convention's only four-year college for women, will undoubtedly live and grow. She will continue to light the way for girls toward a Christian womanhood. Her past has been glorious; her future will rise to new heights of academic and Christian integrity.

What do loyal alumnae do to promote the welfare of their Alma Mater? If I were to select a slogan for my presidency of this Alumnae Association, it would be *more individual alumnae work.* There are two spheres of activity which call for individual effort. Each of these two spheres has a definite goal: first, more contributions, however small, to the Loyalty Fund; second, more students.

If there be any doubt concerning the Loyalty Fund and its true purpose, I am sure that Ruth Couch Allen's article in this issue will banish such doubt. I am confident that many contributions will be sent to Mae Grimmer, Alumnae Secretary, Meredith College, before Founders' Day in February. I sincerely hope that our Association will be on the active list this year. This list is composed of associations with at least twenty-five percent of the members paying annual dues, which, in our case, are two dollars.

The second sphere of activity is interesting desirable high school students in attending our college. Alumnae should talk to these students and emphasize the advantages of Meredith with her ideal location, Christian faculty, high academic rating, and new courses in the curriculum. The course of business administration has been added and should attract many girls. The students' handbook proves how liberal the rules are, how understanding the dean of women is, and how changed the times!

My call for loyal alumnae will, indeed, be heeded if the contributions to the Loyalty Fund pour in and if each contribution is accompanied by the name of at least one prospective student. The alumnae will thus promote the welfare of Meredith.

LAURA WEATHERSPOON HARRILL,
President, Meredith College Alumnae Association.

The Real Thing

ANNE McKAUGHAN FARRELL, '14

(Alumnae address delivered at the annual meeting of the Meredith College Alumnae Association, May 30, 1942.)

On the occasion of this annual gathering at Meredith it is the custom to honor one of "the old girls" who has achieved some outstanding success by requesting her to make an address. When I was asked to appear before you on that basis, I found it impossible to accept; for the truth is that since leaving Meredith as a graduate many, many years ago I have lived a simple and obscure life and have accomplished nothing in the least outstanding or noteworthy. So I have come here today as a representative of the large body of students who after leaving school have just gone about the business of living, as best they could. As a speaker, alas, I am even less distinguished than as a celebrity, for I am by far the least consequential member of a family of five which is composed, believe it or not, of the world's greatest authority on photography, the world's greatest authority on the history of music and the art of printing, the world's greatest unrecognized 'cellist, and the world's cleverest lock and key man. In this company I have not been able to utter an authoritative word for these twenty years! So on this occasion, all that I can possibly persuade myself to do is just to follow the example of Ida, the heroine of Gertrude Stein's latest novel. On one occasion Gertrude, in her inimitable style, says: "Ida decided that she was just going to talk to herself. Anybody could stand around and listen, but as for her, she was just going to talk to herself."

In case any of you should be standing around and listening, I think I shall begin talking to myself about one of my favorite books—a Chinese classic called *All Men Are Brothers*, which I read not long ago in the translation by Pearl Buck. This book has a preface which gives me so much pleasure that I cannot forget it. Although written hundreds of years ago by one whose identity has long been lost, it still speaks to the heart with great intimacy. What wondrous lines are these:

Of all joys, nothing brings more joy than friendship and the most joyous part of friendship is the quiet talk together of friends. Who can deny this? I have only a little poor land. . . . My door is near a river and on its banks lie the deep shadows of beautiful trees. There my friends gather and stand about and sit down and walk as they please. . . . Conversation is our delight. When we talk it is not of the affairs of the nation. . . . Neither do we talk of people's sins. Men under heaven have no sins originally and we

ought not to malign them. What we talk of ought not to be such as to frighten persons. . . . My friends are all contemptuous of high place. They are wide of heart and they understand everything. So that what we discourse on has its influence upon all; and therefore when our day's talk is over, a matter is ended. Yet there is no one to write out our words, although sometimes I think I will put down what we have said in a book to leave to those who come after us. But until now, I have not put it down thus. Why? When the desire for fame is over, the heart grows languid. We discourse for pleasure and the making of books is tiresome. Moreover, when we are gone, no one will read what we have said. Or if perhaps this year we make the book, the next we will surely regret it.

Yet in spite of their poetry and philosophy, these lines from the old Chinese book somehow always leave me sad. How much one has missed in life, I tell myself, who has not had such a circle of friends, so wise and understanding and detached in their view of life. In my own circle of friends, when we meet, we talk of homely things — of our families, our trips, our servants, our jobs, our infirmities; and perhaps we even talk a little about the sins of other people, if we chance to know a little choice gossip. But almost never do we talk of books or music or the intangible things in life. Such topics seem to be reserved for the young these days; so I have little chance to know what other people are thinking behind their masks of politeness and composure — or even whether they are thinking at all.

That is why I was so pleased a few months ago when I was invited to a small gathering in the home of an intellectual. I looked forward to the occasion with real happiness. There were writers and artists in the group, as well as a photographer, a connoisseur of fine books and I. All wide of heart and immensely gay! The conversation was the most charming and exhilarating — nonsense. And for all the rarified cleverness, everyone talked of himself. But out of the evening's drifting and inconsequential talk, I remembered one curious little chance remark. I could not forget it and I have been thinking about it ever since.

One of the artists was planning to do a book and was looking for picture material in the South. To another of the guests she said, "I am going to South Carolina but I shall keep away from Charleston. For I am looking for *the real thing*." "What does she mean by 'the real thing'?" I wondered. And after all, what is the real thing? Lately, I have seen some of the work of this artist, who is looking for the real thing. It is economical but powerful, simple but full of meaning. What she wants to find in the South is human beings working harmoniously in their environment — plowing, planting, reaping, hauling, milking cows, washing clothes, killing hogs, fishing, hunting — doing something with meaning, something real that she can express through her drawings.

This idea brings to my mind the description of a Chinese village of the ninth century, by Po Chü-i, the poet:

. . . A hundred miles away from the county-town,
Amid fields of hemp and green of mulberry-trees—
Click, click goes the sound of the spinning-wheel;
Mules and oxen pack the village-streets.
The girls go drawing the water from the brook;
The men go gathering fire-wood from the hill. . . .

Each family keeps to its village trade;
Grey-headed, they have never left the gates. . . .

They are not troubled either about life or death;
They have no anguish either of body or soul.
And so it happens that they live to a ripe age
And great-great-grandsons are often seen. . . .

Long I have envied the people of Ch'ên Village.

The artist of today, like the poet of 1100 years ago, finds in such a setting material for sincere creation. And somehow I think that this is right. Art should have meaning as well as wonder. And so should people!

The more I think of it, the more I agree with Aldous Huxley about the people who spend their lives just taking care of themselves and being respectable—such as the people he met one night at the Paradiso Hotel on the Italian Riviera. He had been ill with influenza and was looking for a quiet, warm spot in which to recuperate. He and his wife came at sundown to an inn which looked so inviting that they decided to stop for weeks. In great happiness they hurried down to dinner. There they found a rare collection of nice old English ladies in semi-semi evening dresses, with semi-precious jewelry—about forty of them—all completely alike in manners, habits, and mental interests. No wonder the Huxleys looked at each other and wanted to laugh. But they didn't, because, as Huxley said, they were too much saddened by "the spectacle of so much age and virtue and ugliness, so much . . . pride on such small fixed incomes, so much enmi and self-sacrifice." The next morning they left very, very early.

Although we must allow for some bitterness in Huxley's satire, we must agree with his implication that the *real* people in this world are the ones who do things, who are not ashamed of being themselves, who think life is a big adventure and who do the best they can, whatever comes. Fortunately, there are enough of these people for everybody to know a few if, like the artist, we really look for them. I have known a good many. Most of them are getting old and few of them have had too much in the way of wealth and recognition. But somehow they have managed to become just about the best people they ever could have been.

There's something wonderful about the faces of folks of this kind, something warm and happy and inward. And yet they have had a lot of sorrow and hardship. They remind me of something I read in a book years ago, a book called *The Time of Man*. It is about the hill folks of Kentucky and especially about Ellen Kent. After Ellen had experienced many sorrows and privations as a tenant farmer's wife, a young man named Luke Wimble came into her country to sell fruit trees to the farmers, and boarded with Ellen and her husband. One day when he was setting out a Kentucky Bell apple tree for Ellen, he said to her:

You're a bright shiny woman, Ellen Kent, and it's all I can do to keep my eyes offen you. . . . You're as shiny as a dogwood in the spring. . . . You're worth all the balance put alongside each other. . . . You got the very honey of life in your heart. . . . To-day I says to myself while I dug the holes for the . . . Elbertas . . . I says, She's got the honey of life in her heart.

I believe that's the best description I have ever found for the real thing in people.

Among the real people I have known are a bus driver, a beauty parlor operator, a barber, a department store employee, an old fisherman down on the North Carolina banks, and an old Negro woman who cooked for my next-door neighbor for years, until her rheumatism got her down. It is impossible to keep from wondering at such people as these, who have so little, yet get so much out of life and are so filled with an inward grace.

I must confess that I wonder, too, at the other kind of people, the more fortunate souls who have had better educations and superior opportunities—the intellectuals. Should they not be even more courageous, resourceful and radiant than these humble folk? Yet this does not always seem to be true. Fearing to trust completely my own observations, I begin to remember other commentaries on this matter, most of them by intellectuals themselves.

Anatole France, himself a French classic, is reported to have said that the intellectuals go through life as if it were a darkened room, butting their heads on the walls, while the simple souls sit tranquilly in a well-lighted interior. At another time he said, speaking in his outrageous fashion of the members of the French Academy:

There used to come into our shop all sorts of o'd immortal animals after the sittings of the Academies hard by. While they grubbed among the books they continued their discussions. They inspired me with deep admiration. . . . To be one of those courteous, well-brushed old men with red or violet or biscuit colored ribbons in their button holes! . . . To live with a hobby apart from one's own century, in another age, to know hardly anything about one's contemporaries, but to be intimate and familiar with Cicero, Corneille and Madame de Sevigne! That was what fame seemed to me.

Aldous Huxley, who has spent a lot of time thinking about the behavior of people, says that the intelligent use learning as an escape from life—that the real charm of the intellectual life is its easiness. “What a great gulf separates the knowledge of the obvious from the actual living of it,” says Huxley.

It is incomparably easier to have profound ideas about metaphysics and sociology than to know personally and intuitively a lot of one's fellows and to have satisfactory relations with one's friends . . . one's wife and children. The pursuit of truth is just the polite name for the intellectual's favorite pastime of substituting simple and therefore false abstractions for the living complexities of reality.

Thomas Wolfe, in his last book, *You Can't Go Home Again*, wrote almost passionately about these intellectuals who try to escape from life:

For Rickenbach Reade, George began to see after a while, was one of those men who were unequal to the conditions of modern life, and who have accordingly retreated from the tough realities which they could not face. The phenomenon was not new to George. He had met and observed a number of people like that. . . . One found a surprising number of them in America. . . . And always with this race of men it seemed to George that the fundamental inner structure of illusion and defeat was the same. . . . All of them betrayed themselves by the same weaknesses. They fled a world they were not strong enough to meet. If they had talent, it was a talent that was not great enough to win for them the fulfilment and success which they pretended to scorn, but for which each of them would have sold the pitifully small remnant of his meager soul. If they wanted to create, they did not want it hard enough to make and shape and finish something in spite of hell and heartbreak. If they wanted to work, they did not want it genuinely enough to work and keep on working till their eyeballs ached and their brains were dizzy, . . . to work until there was no work left in them—and then work again. . . . And so, half full of purpose, they eventually fled the task they were not equal to—and they potted, tinkered, gardened, carpentered and drank.

In another way, Walter Winchell said the same thing the other day in his column *These Charming New Yorkers*, when he listed some of the people he has noticed about the big town. Here are noted “the Greenwich Village intellectuals who like to give the idea they're geniuses and have to borrow money for drinks and rent . . . the hams who can never use their mind, because they have themselves on it . . . the lifted-pinky crowd who believe background is a good excuse for anything, including ignorance . . . and the sophisticates who think that a yawn or a sneer is a sign of intelligence.”

Only last week I read a story in the *Greensboro Daily News* under the heading *Importance of America's Humble Millions Stressed*. A noted doctor was making a plea for better appreciation of the mil-

tions of Americans with low intelligence ratings. Why? Because they do a lot of hard necessary work and because they are good citizens. The doctor told the stories of two men. One is a garbage collector's assistant with an I. Q. of 65, who is rated by psychologists as feeble-minded. But he is industrious, sober, conscientious, honest, and respected in his community as a good father and husband. The other man is a handsome and reckless young fellow with an I. Q. "that nearly hits the ceiling," who has driven his parents to despair with drinking, love affairs, and debts and has never done one useful thing for society. "Yet," says this expert, "he receives from us the honor of being considered mentally superior."

Since the time of the Greek philosophers it has been thought that the person of intelligence would be able to control his life wisely, and therefore that lack of intelligence was usually the cause of unwise behavior. We now know that intelligence is often dominated by emotion and that decisions in life are usually less the expressions of intelligence than of our deep emotional needs. The morally responsible person is not necessarily the most brilliant and well-educated, but rather the person who has achieved emotional maturity.

Fortunately most of us are neither simple-minded nor irresponsibly intellectual. We are just plain ordinary people with a good supply of "horse sense," who regard an education not as an end in itself but as a means of developing our best capabilities. Instead of having escaped from the responsibilities of life, we are loaded with them. If at times we do seek escape from our difficulties it is by activities which usually do no harm to ourselves or to society. Like all human beings we want happiness, but look for it less in money and recognition than from the changing experiences of our ordinary lives. To people like us, the words of John Dewey, the great American philosopher, bring great inspiration: "Not *perfection* as the final goal, but the ever-enduring process of perfecting, maturing, refining is the aim of life."

Today when the troubled state of the world has brought us all new problems and responsibilities, we need more than ever to mature and refine our lives. For most of us, a change in emphasis will be valuable. For the sake of our country and the better world for which we hope we must look for the meaning of life less in things outside of us and more within our own spirits; no matter how trying and heart-breaking our difficulties, we must try to see in them an opportunity for growth and greater understanding; now more than ever we must believe with Sherwood Anderson that "Life, not death, is the great adventure" and use our intelligence and imagination to get from each experience its full meaning and joy. If we do these things—without knowing just how or when it happened—we may find that we, too, have become *the real thing*. We may never inspire

the work of an artist, but like old Martin, in Joyce Kilmer's poem, we may *be* a living work of art. Do you know old Martin?

When I am tired of earnest men,
Intense and keen and sharp and clever,
Pursuing fame with brush and pen
Or counting metal disks forever,
Then from the halls of shadowland
Beyond the trackless purple sea
Old Martin's ghost comes back to stand
Beside my desk and talk to me.

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Some people ask: what cruel chance
Made Martin's life so sad a story?
Martin? Why, he exhaled romance
And wore an overcoat of glory.
A fleck of sunlight in the street,
A horse, a book, a girl who smiled—
Such visions made each moment sweet
To this receptive, ancient child.

Because it was old Martin's lot
To be, not make, a decoration,
Shall we then scorn him, having not
His genius for appreciation?
Rich joy and love he got and gave;
His heart was merry as his dress.
Pile laurel wreaths upon his grave
Who did not gain, but was, success.

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WHO, WHERE, AND WHAT AMONG THE 1943 REUNION CLASSES

1903:

Maude Burke (Mrs. C. K. Dozier) is living at 2323 University Avenue, Honolulu. She and her son, Edwin and his wife, are busy working in the Japanese church and in the Bible School supported by Southern Baptists. Her mother, Mrs. Burke, who has already passed fourscore, lives with Mrs. Dozier. They are all busy in the Master's work, finding many opportunities for service. Mrs. Dozier said in a letter recently: "We know you are remembering us in prayer. Surely there is no safety except in Him." Her daughter, Helen Dozier Pietsch, is living on the West Coast.

Willie Lambertson (Mrs. R. L. Bolton), Rich Square, has four children: a son in college, a daughter in government work, a son who is a chemist in defense work, and a son with the Air Force in the South Pacific.

Hallie Williams (Mrs. Percy Baker), Ahoskie, is absorbed in her fifteen-months-old granddaughter who she hopes will one day belong to the "Great Granddaughters' Club" at Meredith. She has a son, who is a doctor in Charlotte, and one daughter.

1904:

Margaret Ferguson (Mrs. Walter G. Sackett), 512 W. Laurel St., Fort Collins, Colo. "I have been the wife of a college professor since 1905 (Dr. Sackett formerly science professor at Meredith) with major interests in home and politics. But Democrats are in the minority here, so I launched forth on a career as Social Worker in 1933, later taking the secretaryship of the Fort Collins Community Chest, which post I now hold. Our elder daughter is a chemist for Quaker Oats in Cedar Rapids—Master's degree from Mills College—younger daughter, Elizabeth, is married to a minister's son, in the service. Dr. Sackett is now retired."

1905:

Irene Haire (Mrs. Richard Wilde), 1321 Alessandro Street, Los Angeles, California, has made quite a name for herself with her book of verse, "Fire Against the Sky." She has been given excellent reviews and is listed in the California "Who's Who" for 1942-43.

Edith Taylor (Mrs. E. B. Earnshaw), Wake Forest. "My chief activities are typing, gardening, bicycle-riding, writing verses, playing bridge, and minding my children. (Do I need to explain that I consider each of the eight hundred students at Wake Forest one of my own 'chillum'?)"

Belle Tyner (Mrs. T. Neil Johnson), Chapel Hill. "For the last five years I have lived in Chapel Hill. After two years in Japan, we were transferred in 1948 to the University of Shanghai, our Baptist College in China, where we spent two terms of service. I speak on China when I have the opportunity and take part in the local church activities."

1906:

Mary Johnson (Mrs. C. F. Lambeth), Thomasville, N. C., has three daughters and one son, as well as two grandchildren. She says that though nothing exciting ever happens to her, she gets a lot of fun out of "just living."

1907:

Rosa Barrow (Mrs. S. M. Bumpass), Greensboro, N. C., is teaching first grade in the Greensboro City Schools, keeping house, and doing war work on the side.

Margaret Bright, New Hill, says: "Let's meet at Commencement, 1943, to renew our friendship with each other and strengthen our loyalty to Meredith!"

Ethel Carroll (Mrs. R. M. Squires), Wake Forest. "Since my husband's death in 1938, my chief task is to hold the home together while the younger children complete their education. My four girls all went to Meredith. Two are now married, one teaching, and one finishing her course at the Medical College of Virginia. My older son is doing graduate work at Carolina and the younger boy has just enlisted in the Navy. A joy for lonely hours is my three-year-old granddaughter."

Foy Johnson (Mrs. J. S. Farmer), "Ten Acres," Route No. 1, Raleigh, has a daughter who is a Junior at Meredith and a son, a Senior at Millbrook High School. She writes: "I keep busy with W. M. U., local church work, and my home duties. It's hard to realize that I graduated more than thirty-five years ago. I don't feel old at all!"

Ona Long (Mrs. George F. Rutzler, Jr.), Morganton, is Dean of Girls and House Director at the N. C. School for the Deaf.

1918:

Ellen D. Brewer, Raleigh, N. C. "One of the greatest joys of my twenty years of teaching at Meredith is the opportunity of having in my classes daughters of my classmates and other students of our college generation. May they continue to come! It was a privilege also to be a student again myself for a little while this past summer at Cornell. I hope all of you are planning to attend our twenty-fifth year reunion in May."

May Carter (Mrs. C. E. Blackstock), 56 Lockley Avenue, Asheville. "In addition to looking after my fifteen-year-old son, I work in Red Cross, Consumers League of Buncombe County, study Spanish, and am active in the A. A. U. W."

Hester Farrior, Knightdale, is teaching the sixth grade at Knightdale and looking forward to the 1943 reunion.

Kate Matthews is now acting as editorial secretary for the *Biblical Recorder*. "Come to see me when you are in Raleigh."

Irene Mullen (Mrs. H. H. Green), Morrisville. "I've had a full life as homemaker and mother of six children, three boys and three girls. I take part in church and club work."

Ethel Parker (Mrs. W. C. Laney), Brookford. "I am still at Brookford where my husband is pastor of the Baptist Church. Our four children are all in school."

Carmen Rogers, Florida State College for Women, Tallahassee, Fla. "War-time and memories of 1918! Then we were twenty-eight together with many yearnings in our hearts, one of them for peace. Now we are apart, but with the same longing for peace. My wish for us in 1943 is a full reunion of our class and end of all war."

Ruth Trippie (Mrs. Randolph Butler), Rocky Mount, N. C. "My years since Meredith have been singularly uneventful. We have two children: Randolph, who has been in the Army Air Corps for the past nine months, and Katherine, who is a freshman at Mary Washington College. My days are busy ones, helping at the Red Cross, doing canteen work, and incidentally, watching for the postman."

1923:

Margaret Duncan (Mrs. R. S. Weatherford), Vernon Hill, Va. "I'm just a farmer's wife—busy from before dawn till bed time. What with chickens, milk and butter, cooking, canning, and other household duties—well, I never have to be rocked to sleep. Then there are various church and community interests to be looked after. It's a strenuous life, but ever so fascinating. Rosalie and Josephine are our girls and the joys of our lives."

Olivia B. Hocutt (Mrs. R. Frank Marshburn), Pineland College, Salenburgh, has been teaching at the college with her husband for the past eight years. "The summers have been spent in Garland and Ingold on the church field."

Lois Kendrick (Mrs. S. R. McClure), 2849 Northampton Street N.W., Washington, D. C. "Washington may be a madhouse to some, but from our home on a hill in Chevy Chase, we look across the northwest section to the National Cathedral and feel that all is or will be well."

Elizabeth Knight (Mrs. Lewis Langley), 1405 Rittinghouse Street, Lynchburg, Va. "Keeping up with the Langleys is my big job."

especially when cooks are scarce. I'm advising my girls now to major in Home Ec. in college, even though piano and the violin are their main interests. My boys love football and Lewis is raising turkeys for fun. On the side, I am president of a big Sunday School class, advisor to the G. A.'s in our society, vice-president of W. M. S., and serve on the art committee in the Woman's Club. Lewis is vice-president of his company and is serving on our local draft board.

Ruth Livermon (Mrs. J. M. Kilgore, Jr.), 4107 Wayne Avenue, Philadelphia, Pennsylvania. "Having arrived at Pitkin's famous forties, I realize his persuasive views. Perhaps recent surgery has cleared my horizons. Temple University affords me genuine pleasure. How stimulating to be a student again."

Lonise Mays, 315 Webster Avenue, Portsmouth, Virginia. "I'm still living at the same old address and bemoaning the fact that instead of having been struck by Cupid before I was forty, alas, I was struck by arthritis. I've been in bed since September, '41, and consequently am on leave of absence from my teaching position. Since this is the only misfortune I've ever had, however, I can't be too dismal about it, for my parents, who are gay enough to dance every Saturday night, my two sisters, whose children are my pride, and my friends treat me like the proverbial queen—I'm hoping that next year I'll be back in circulation, a changed, middle-aged, well woman. Fingers crossed!"

Phyllis Mays (Mrs. Maurice Nottingham), Exmore, Virginia, "keeps house" for her husband and two children, Phyllis, 10 and Maurice, Jr., seven.

Erma Moore (Mrs. J. Royden Adams), 1358 Westmoreland Avenue, Norfolk, Virginia. "My husband and our fourteen-year-old daughter, Barbee, and I are living in Norfolk, Virginia. Homemaking, church duties, and war work keep every moment occupied."

Fannie Paul (Mrs. Donald Malpass), Flushing, N. Y. "My husband's work has recently brought him to New York and we are living in Flushing, Long Island. I am looking forward to seeing the 'Meredithites' who live around about. I am lazy about activities but shall probably become an ardent 'P. T. A.er' now that my young Donald has started to school."

Bernice White (Mrs. Frank P. Goodman), Lake Alfred, Florida. "At present I am a housewife doing Red Cross work in our community. I have charge of the knitting for our division. Frank is active on the Selective Service Board. I have been glad to have Fannie Paul Malpass, Elizabeth Knight Langley, and Thomasine Underwood of my class stop to see me."

1924:

Ruth Buffaloe (Mrs. J. P. Johnson), Garner, N. C. "Besides running a home for a husband and daughter, I'm a receptionist in a doc-

tor's office. My husband teaches at N. C. State College, and my daughter is in grammar school."

Phoebe Day, Booneville, North Carolina. "I am teaching in my home town high school."

Elma Fleetwood (Mrs. H. M. Moore), Teaneck, N. J. "I'm still living in Teaneck next door to my sister Thelma. The most interesting thing in our family is our new daughter, Foy Fleetwood, who will be three in January. Evelyn, the older, is in Junior High School now."

Marie Fleming (Mrs. W. S. Collins), Manson, N. C. "I am still teaching piano and coaching Glee Club in Norlina High School. Billy, eleven years old, is my only child, but he is a team by himself. He plays the piano very well for a child his age."

Mamie Lee Howard, Salemburg, N. C. "I am teaching the eighth grade at home."

Mary Powell Josey (Mrs. Douglas Temple), Scotland Neck. "We live on a big farm about seven miles from Scotland Neck. I have a husband and two future farmers, aged eleven and six. We stay quite busy keeping up with our every-day jobs and doing our bit in war work."

Elizabeth Kimzey, Morganton, North Carolina. "I am teaching in Morganton High School."

Alice Klutz (Mrs. L. P. Strider), Spartanburg, S. C. "I have five children: two girls, ages sixteen and four; three boys, ages fourteen, ten, and eight. I keep house and take an active part in church work. This keeps me busy."

Katherine Nooe (Mrs. Bonner Knox), Statesville, N. C. "I am teaching French and Spanish at Mitchell College."

Pauline Patton (Mrs. Henry A. Wood), 111 E. Chestnut Street, Asheville, writes: "I have one daughter, Polly, who is six years old. My husband does vocational rehabilitation in the western part of North Carolina. My main interest—outside my home—is still singing."

Lillian Rouse, Peekskill, N. Y. "I am supervisor of vocal music, which involves supervision of five elementary schools, and choral director in Senior High School."

Gladys Strickland, Campbell College, Buies Creek, N. C. "Nine months of each year have been happily spent in 'Room Two' at Campbell College since I left Meredith, except my first, when I taught in Salemburg, and my third, when I received my master's degree at Cornell. I haven't been further from home than Italy and Germany, but after the duration I hope to get to Japan and points beyond and around."

Frances White (Mrs. J. T. Madry), Scotland Neck, N. C. "I manage my beauty shop known as the 'Bandbox.' I work with the choir in the Baptist Church and teach choral classes in the grammar and high school. On the side, I manage a thirteen-room home, our two daughters, Peggy White, age ten years, and Patsy Ann, age five, and help my husband with his books."

Louise Wilson (Mrs. Ralph E. Miller), High Point, N. C. "I have studied at Columbia University for three summers. We have two children, Vivian Blanche, nine, and Gloria, three. Both are very musical."

1925:

Portia Alderman (Mrs. P. K. Banks), Garner, N. C. "A home, a husband, and children! They were sufficient until this year. Now I have my teaching profession again. The sum total is happiness, with a busy, stimulating life. Of my five children, Nancy, thirteen, and Portia, five, are my only future Meredith material unless you decide to let P. K., Jr., fifteen, Oliver, eleven, and Braxton, eight, make it co-ed."

Lillian Evans (Mrs. L. P. Perkins), South Boston, Va. Lillian has one son, Lionel, Jr., age eight.

Ruth Heatherly (Mrs. M. S. Everett), Raleigh Apts., Raleigh. "I have twenty piano pupils. Have attended two summer sessions at Filler Quail School of Music in New York. My twelve-year-old daughter, Betty, has her piano lessons at Meredith."

Naomi Hocutt (Mrs. David T. Chambers), Warsaw, N. C. "I do not have any children. Most of my time is taken up with the general duties of a housewife. For recreation at home, I care for my flowers. I am director of B. T. U., have charge of the Y. W. A., and teach a Sunday School class."

Vera Pearl Milton, R. 2, Wilmington, N. C. "I am a jack-of-all-trades in a busy doctor's office in this 'doubled-in-population' Wilmington, where we need more doctors and nurses."

Edith Morgan (Mrs. J. Conley Bateman), 329 South Union Street, Concord, N. C. "As a profession, I teach with my husband, and have lived in Concord the thirteen years I have been married. Elizabeth Ann, my daughter, is twelve years of age. I belong to the First Baptist Church and its organizations, the D. A. R., am serving my second year as president of the American Legion Auxiliary, and try to help in all civic organizations, including the P. T. A."

Velma Patterson (Mrs. M. W. Lawrence), Mt. Gilead, N. C. "At present I am living in the Methodist parsonage in Mt. Gilead, but after our Annual Conference meets, I may be elsewhere. I have two daughters, Margaret, ten, and Dorothy, eight. These daughters, along

with the work that is expected of a minister's wife, keep me very busy but quite happy."

Leila Owens (Mrs. W. G. Rodgers), Canton, N. C. "My husband has a hardware store in which I assisted as bookkeeper until this year. We have a four-year-old daughter and a son less than a year old. In addition to my own work, I find time to do Red Cross knitting, having averaged a garment a month for the past two years."

Mary E. Thomas, Cameron, N. C. "I am teaching in the school at home."

Isabel de Vlaming (Mrs. John Blount MacLeod), Chapel Hill, N. C. "I have been living in Chapel Hill for the past five years and am now teaching in the Chapel Hill Elementary School. Since graduating in Public School Music from Meredith in '25, I have gotten my A.B. degree also from Meredith in '40."

1926:

Annabelle Abbott, Elizabeth City, N. C. "I am still a 'lady-in-waiting' or 'unclaimed blessing,' living at home with my mother. I am doing general office work for a farm machinery business and my brother is my boss."

Mary Allison (Mrs. C. V. Latham), Dallas, Texas. "Our grown family and their problems, our own two sons, Vic and Ed, and now a new granddaughter, have made each day a completely different one. 'Tis grand to be alive."

Hazel Baity, Meredith College, Raleigh, N. C., is now librarian at the college. She taught school for six years; then studied library science at the University of North Carolina, receiving her degree in 1933.

Grace Blalock (Mrs. Dave P. Mast), Sugar Grove, writes: "With a home, a husband, and four sons besides some outside interests, I find enough to keep me happy and busy."

Katherine Cooke (Mrs. G. E. Joyner), Rocky Mount, N. C., has a girl, nine, and a boy, eight. "My job requires twenty-four hours on call with time out for a little work at church, P. T. A., Red Cross, and bridge."

Crystal Davis (Mrs. J. M. Potter), 204 W. Whitaker Mill Road, Raleigh. "A few months after graduation I married the tall, dark and handsome Jim Potter who was a more or less permanent fixture in the Rose Parlor. For ten years we were doing civil and chemical engineering, moving from one town or state to another sixteen times, finding ourselves in Swarthmore, Penn., the first of 1937. Then Jim came home from a trip to find that even the youngest was saying 'New Joisey.' That decided it was time to come back South. We have three members of the football team we were going to raise for State. In

December, January, and February they will be nine, eleven, and fifteen years old. Here in Raleigh I'm kept busy with two P. T. A.'s, church work, alumnae work, war work, and house work! I'm running out of space on the card—there's still room to say 'good luck' and come back to commencement."

Ivy Grace Doughton, Laurel Springs, is principal of the local elementary school, teaches sixth and seventh grades, teaches a Sunday School class, and plays for church. "I live only three miles off the Blue Ridge Parkway. Why don't you drop by to see me when you come to the mountains?"

Matie Honeycutt (Mrs. B. J. Kopp), 57 South Walnut Street, East Orange, New Jersey, has lived in several New Jersey cities and is now keeping house in East Orange. She finds time for Red Cross and church activities and frequently visits New York City.

Julia E. Horner, 130 Dick Street, Fayetteville, still lives at home and teaches in the county.

Margaret Lineberry (Dr. Margaret Lineberry Owen) has been practicing medicine in Canton, N. C., for the past seven years with her husband, Dr. Robert H. Owen. She has three children, Joanne, age seven; Bobby, age five, and Charles, age two.

Theresa Newton (Mrs. William C. Dickey), Burgaw, "finds happiness in a quiet home life which includes the care of an invalid uncle."

Elizabeth Purnell (Mrs. W. R. Rand), Garner. "I have three daughters who are interesting, but quite time-consuming! I manage to serve as vice-president of the local P. T. A., of which Portia Alderman Banks is president. We try to remain true to the Meredith tradition."

Pauline Sawyer (Mrs. M. K. Young), 214 S. Park Drive, Greensboro, has a three-year-old daughter and a traveling husband who manages to cover five states in spite of gas rationing.

Katherine Shields (Mrs. J. L. Whitehead), Washington, N. C., is taking a course in nutrition along with a "second grade course" with her seven-year-old son. "I have written some patriotic songs I hope to get published. Wish me luck."

Doris Tillery, 4-A Ladson Street, Charleston, S. C., is draftsman in scientific section at the Charleston Navy Yard.

Margaret Cone Tucker (Mrs. W. Townes Thomas), 417 S. Winston Avenue, Florence, S. C. "I lead a nomadic sort of life; I've been married fifteen years and have moved twelve times, (my husband is manager of this branch of the National Biscuit Co.). I have one son who will be fourteen in February. At present I am decorating 'Day Rooms' at Fort Jackson and the Florence Air Base."

Lois Waller is librarian at Oxford High School this year.

1933:

Pat Abernethy, Fort Bragg, N. C. "As Army hostesses here at Fort Bragg, the greatest handicap we have is the popular misconception, fostered by the movies, that we are a cross between an Elsa Maxwell and a taxi dancer. Such is far from the case. Planning and staging dances, shows, and other types of entertainment is only one part of our work. We are also bookkeepers, buyers of supplies, etc. To the soldiers we are a sort of combination friend, advisor, Mother Confessor, and 'Wailing Wall'—all in all, a highly interesting and exciting job."

Jennie Ballard (Mrs. J. A. Gillespie), Reidsville. "What am I doing? A poor job of keeping house, trying to teach a Sunday School class of women, looking after my ready-made family (best in the world), trying to keep in touch with my orphanage family of over a hundred scattered over the earth."

Pauline Barber (Mrs. Charles Frederick Bahnsen), Cooleemee, is the mother of a thirteen-months-old daughter.

Helen Bennett (Mrs. Robert M. Culvern), Louisville, Georgia, was engaged in social service work until July, 1939. She now has one son three years old.

Nancy Blanton (Mrs. H. N. Nahikian) is with her husband at the Naval Reserve Aviation Base, Norman, Oklahoma.

Margaret Briggs (Mrs. H. H. Strickland), Kinston. "I have a new job—raising a future great-granddaughter of Meredith. 'Margie' was born March 13, 1942, on a Friday at that, so don't let anybody tell you Friday the 13th is bad luck. Hope to see you all at the Commencement."

Martha Castlebury (Mrs. Reuben A. Shaw), Greenville, S. C., has settled on housekeeping as a career; first, in Atlanta, then in Philadelphia; and for the past year, in Greenville, S. C. She has a two-year-old daughter, Kay.

Bertie E. Earp, 320 Green Street, Fayetteville, is secretary to the Superintendent of Cumberland County Schools.

Mozelle Goodwin (Mrs. T. P. Willard), 2210 Creston Road, Raleigh, was with the N. C. State Board of Health for three years and now is "a wife and mother."

Virginia Green (Mrs. G. V. Penny), Griffin, Ga., has one little boy who will be two in February.

Annie Keith (Mrs. H. S. Brown), 604 West Avenue, N. Augusta, S. C. "My days are busy ones, keeping house for my husband and little son, Henry, and working with the cradle roll in our church."

Hazel Martin (Mrs. G. V. Lassiter), 3204 Bedford Avenue, Raleigh, helps her husband in his office and directs the choir at the Tabernacle Baptist Church.

Dorothy Merritt, Raleigh, N. C., studied bacteriology in New York and worked as laboratory technician for a while. She is now working for the State Unemployment Compensation Commission in Raleigh.

Norma Lee Phelps (Mrs. Harry Lee Smith), Manteo. "I am a case worker in the Dare County Welfare Department. My husband is Sergeant of Guards at the Manteo Airport. At the present time Manteo is a war-minded little town and most of our outside time is spent in the U. S. O., scrap drives, etc."

Mary C. Shearin (Mrs. Wm. D. Waters), Portsmouth, Va. "My home, along with hordes of others, has been affected by the war. I have just moved to Portsmouth and am kept quite busy making a home for my husband and two little boys."

Martha Vicedello (Mrs. W. E. Dickerson, Jr.), Chatham, Va. "I am 'keeping the home fires burning' and making preparations to welcome our first little Dickerson in proper style. I am also a 'War Widow' temporarily."

1941:

Mary Lon Bird, 508 Burton Street, Raleigh, is working with Carolina Power and Light Company as Home Service Representative.

Nancy Bradsher (Mrs. C. T. Burruss), 2118 Ridgecrest, Raleigh, has a daughter five months old who keeps her busy.

Bernice Brinkley is working with the Nash County Welfare Department in Rocky Mount.

Elizabeth Britt (Bradley), Enfield, is finding the profession of an army wife most interesting. Her husband is stationed at Camp Beauregard, La., with the Headquarters IV Corps, Medical Section.

Alma Carlton (Mrs. Robert Barnett), Seminary Hill, Texas. "I have been at Southwestern Baptist Seminary since last year working on a M. R. E. I was married last August to a preacher. We are both going to school, hoping to finish next July."

Sarah Catherine Downs, Parkview Apartments, West Third Avenue, Lexington, is teaching Bible and biology in Lexington High School.

Eleanor Evans (Mrs. W. H. Lewis, Jr.), R. F. D. No. 2, Grove Park, Portsmouth, Va. "I am now living and teaching in Portsmouth. Due to the great increase in population, we run on shifts in our school, teaching only one-half of a day."

Alice Falls is located in Winston-Salem as Assistant Home Demonstration Agent.

Florence Farless (Mrs. Ralph Burt) is with her husband who is a first lieutenant in the Army. He is stationed at Camp Polk in Leesville, La.

Agnes Graham (Mrs. Charlie Byers) is "having fun keeping house and caring for baby daughter Linda Graham, born July 25." They live in Georgetown, S. C.

Ruth Greene is teaching English at Micro.

Mary Scott Gurley is county librarian in the Onslow County Public Library, Richlands. "I also supervise the operation of a W.P.A.-owned bookmobile which serves the entire county and defense area."

Hilda Hamilton is working with the Air Corps in Southern Pines.

Sara Hayworth is teaching seventh grade in Asheboro, her home town.

Ida Howell (Mrs. William Friday), 724 W. Princess Ann Road, Norfolk, Va., is with her husband who is stationed at the Naval Ammunition Depot.

Anne Huffman of Morganton is at The Clarke School, Northampton, Mass., taking training preparatory to teaching the deaf. She has been there since September 20 and will be there for one school year.

Hazel Johnston is teaching public school music in Randleman.

Aylett Oliver (Mrs. George Lewis, Jr.), 643 W. Chesnut Street, Lancaster, Pa. "I am still living in Lancaster, but like many others, very unsettled. I am busy keeping house and somehow find little time for great deal of outside activities."

Annie Laurie Overton is teaching Public School Music at Rockwell again this year.

Sarah Peatross is a chemist for the Hercules Company, Hercules Experiment Station, Wilmington, Del.

Daphne Penny is Chief Clerk at the Rain and Hail Insurance Bureau in Raleigh.

Josephine Pittman, 629 S. Boynton Terrace, Chattanooga, Tenn. "I'm wild about my work—it's different! I was the second 'draft woman' to be hired by T. V. A. I draw maps of the various reservoirs created by the T. V. A. dams. I'm located in the Water Control Planning Department of the Maps and Surveys Division of T. V. A."

Frances Pizer, 740 Nash Drive, Raleigh. "I am working with the Civil Service Commission in Raleigh. From the first of the year until August I worked with the U. S. Employment Service in Detroit, Michigan. By the time this Bulletin comes out, I'll probably be down in Paris, Texas, keeping up the morale of the Army."

Rachel Poe, Stovall, is "still teaching school."

Betsy Shaw Pruette is teaching second grade in Spring Hope.

Catherine Scott is assistant librarian in the Wilmington Public Library. "The work is very interesting with loads to do and some new

thing coming up every day. The influx of army and shipyard families make the work alive all the time."

Frances Snow, Siloam, is teaching in East Bend.

Juanita Stainback (Mrs. S. N. Morris, Jr.), 1409 Ninth Avenue, Jasper, Ala. "I am teaching typing and bookkeeping in the Walker County High School here in Jasper. I am also trying to keep an apartment for me and my husband. I have taken two courses from the University of Alabama since my graduation."

Helen Swaim, 2310 Violet Street, Winston-Salem, N. C. "Since graduation I've taken a business course and am now a member of the great group of 'white collar' workers, in other words, a secretary."

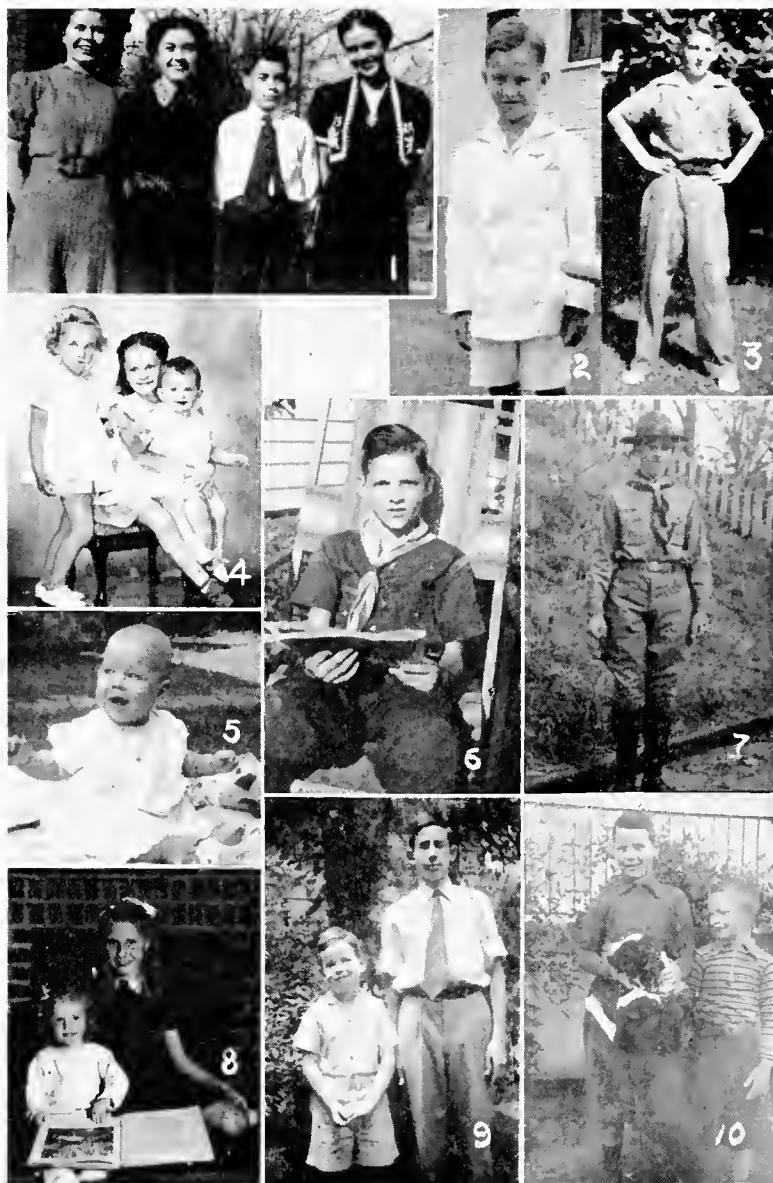
Helen Turner (Mrs. W. V. Cornelius), Newton, is temporarily at home hoping soon to join her husband who has been inducted into the Army.

Evelyn White is teaching second grade in Robersonville.



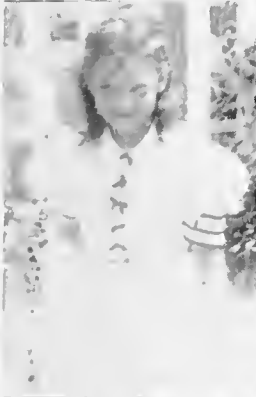
1943 REUNION GRANDCHILDREN

1. RICHARD LANEY—*Ethel Parker Laney*, '18. 2. ERIC DAVIS POTTER—*Crystal Davis Potter*, '26. 3. JOAN and BETTY KNIGHT LANGLEY—*Elizabeth Knight Langley*, '23. 4. MYRTLE LANEY—*Ethel Parker Laney*, '18. 5. JACK POTTER—*Crystal Davis Potter*, '26. 6. BETTY ANN EVERETT—*Ruth Heatherly Everett*, '25. 7. POLLYANN YOUNG—*Pauline Sawyer Young*, '26. 8. HARRY BROWN—*Annie Keith Brown*, '33. 9. MARY ELIZABETH WILLARD—*Marjelle Goodwin Willard*, '33.



1943 REUNION GRANDCHILDREN

1. PRISCILLA, MARY JOHNSON, CHARLES, and CATHERINE LAMBETH—*Mary Johnson Lambeth*, '06. 2. LIONEL PARKER PERKINS, JR.—*Lillian Evans Perkins*, '25. 3. SAM McCLURE—*Lois Kendrick McClure*, '23. 4. BILLIE FRANCES, BETTY, and MARGARET HARRISON RAND—*Elizabeth Purnell Rand*, '26. 5. MARGIE STRICKLAND—*Margaret Briggs Strickland*, '33. 6. ROBERT POTTER—*Crystal Davis Potter*, '26. 7. J. WILLIAM LANEY—*Ethel Parker Laney*, '18. 8. EVELYN and FOY MOORE—*Elma Fleetwood Moore*, '24. 9. LEWIS, JR., and BRUTON LANGLEY—*Elizabeth Knight Langley*, '23. 10. VIC and ED LATHAM—*Mary Allison Latham*, '26.



1913 REUNION GRANDCHILDREN

1. LUCY WILSON BATSON—Pauline Barber Batson, '33. 2. KAY SHAW—Martha Castiburn Shaw, '33. 3. GLORIA and VIVIAN BLANCE MILLER—Louise Wilson Miller, '24. 4. RUTH JOYCE JOHNSON—Ruth Battalio Johnson, '24. 5. DONALD MALPASS, JR.—Fannie Paul Malpass, '23. 6. ELIZABETH ANN BATCOM—Edith Morgan Batcom, '25. 7. JOSEPH BENNETT CULVERN—Helen Bennett Culvern, '33. 8. BILLY COLLINS—Mary Fleming Collins, '24. 9. JANE and JIMMY HUTCHINSON—Leona Warren Hutchinson, '26. 10. ROSALIE and JOSEPHINE WEATHERFORD—Margaret Dupont Weatherford, '23.



You are invited to listen to the Meredith
radio recitals from
Station WPTF—680 on your dial,
each Monday evening at 10 o'clock, by the
students and faculty of the Department of
Music:



January 18—Dr. Harry E. Cooper, organist.

January 25—Stuart Pratt, pianist.

February 1—Edgar and Dorothy Alden, duo-violinists.

February 8—Advanced students.

February 15—Beatrice Donley, contralto.

February 22—Harry E. Cooper and Stuart Pratt, organ
and piano.

March 1—Phyllis Warnick, pianist.

March 8—Edgar Alden, violinist.

March 15—Freshman quartet, directed by Miss Donley.

March 22—Meredith College Glee Club, directed by Miss
Donley.

March 29—Dorothy Phelps, pianist.

April 5—Meredith College Choir, directed by Dr. Cooper.

April 12—Faculty recital.

* "Serendipity, n. The gift of finding valuable or agreeable things
not sought for . . ."—(Webster).

ERENDIPITY*



MEREDITH COLLEGE GLEE CLUB

Front row:

Florine Ledford, Raleigh.
Sue McNeely, Arlington, Va.
Betsy Jean Holt, Raleigh.
Violet Hoyle, Henderson.
Doris Gene Bowman, Snow Hill.
Evelyn Little, Smithfield.
Katherine Roddick, Winston-Salem.
Melba Long, Durham.

Middle row:

Mary Lee Holder, Garner.
Page Rankin, Richmond, Va.
Kathleen Clarke, Severn.
Beverette Middleton, accompanist, Raleigh.
Miss Beatrice Donley, director.
Margaret Roberson, president, Mount Airy.
Theda Hopkins, vice president, Creswell.
Betty Rose Prevatte, secretary, Lumberton.
Anna Lou Toms, librarian, Shelby.
Elizabeth Cotton, Poplar Branch.
Betty Knowles, Rocky Mount.
Betty Jean Donley, Davistown, Pa.
Jane Watkins, Durham.

Back row:

Mildred Blackman, Honolulu, Hawaii.
Elizabeth Davis, Wadesboro.
Marlan Byrd, Durham.
Mary Frances Crain, Clarksville, Va.
Marjorie McTheeters, Mars Hill.
Virginia Ayers, Toccoa, Ga.
Carolyn Duke, Henderson.
Virginia Lee, Raleigh.
Margaret Bines, Roanoke Rapids.
Joyce Williams, Burlington.
Willie Grey Lewis, High Point.
Eleanor Loftin, Kinston.
LaMonna Gattis, Burlington.
Mary Elizabeth Johnson, Fair Bluff.
Lena Futrelle, Pine Level.
Louise Boone, Winton.

Members not in picture:

Gerry Dawkins, Raleigh.
Charlotte Green, Okhomosho, Nigeria, West Africa.
Lucy Nuyville, Richmond, Va.
Gertrude Pierce, Hillsboro.

MEREDITH COLLEGE BULLETIN

SERIES 36 — DEC. 1942 — NO. 4

ENTERED AS SECOND CLASS MATTER

RALEIGH, NORTH CAROLINA



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Class Matter under Act of Congress of July 16, 1904

MEREDITH COLLEGE

RALEIGH, NORTH CAROLINA

SUMMER SESSION

June 7 - August 7, 1943

WHY A SUMMER SESSION?

Meredith College continues this year a nine-week summer session as a service to students who, especially in the present emergency, wish to utilize their summers to the best possible advantage. The following groups, among others, should find it appealing:

(1) Those who wish to complete their college course in less than the regular four years, thus enabling them to begin graduate work or professional careers earlier. Nine semester hours of credit may be secured during the session. With three summer sessions, a student may graduate in three years; with two summer sessions, in January of her fourth college year.

(2) Regular college students who wish certain courses which extra-curricular responsibilities or crowded schedules make difficult during the regular college year.

(3) Those who wish to remove conditions or add credit hours to insure their normal scholastic classification or advancement towards a degree.

(4) Students who want to reduce the total cost of their college education by taking advantage of the proportionately lower fees charged for summer work.

(5) Recent high-school graduates who, without reference to college credit, wish to review courses already taken or to take new courses that will prepare them for successful college work in September.

(6) Teachers who wish extension or renewal of certificates.

Especial attention is called to the fact that students preparing to enter college in September, at Meredith College or elsewhere, may enroll for courses giving full college credit. Those expecting to transfer such credit to other institutions should secure advance assurance that these courses are properly related to the courses and schedules in the institution to be attended.

GENERAL INFORMATION

Registration will begin in the College Library at 2:00 p.m., Monday, June 7.

High school graduates and other students in good standing are eligible to enroll in the summer session. A student who plans to enter college in September may begin her regular work

at Meredith in June. Any student who desires college credit must present before or at registration an official transcript of her previous academic record.

During the nine-week session from June 7 to August 7, a student may earn a maximum of nine semester hours of credit: that is, she may carry three courses.

In addition to the courses listed below, others for which there is sufficient demand may be offered. Students interested in such courses should write to the Dean of the College immediately.

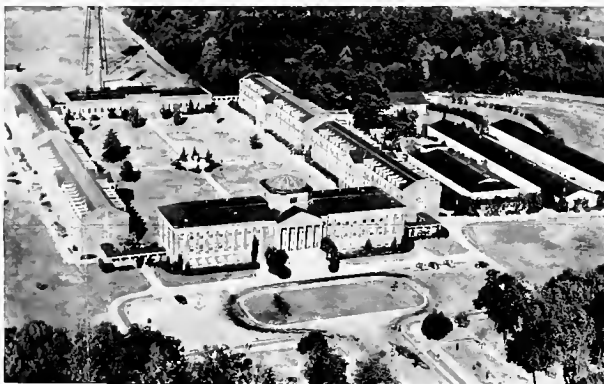
Practically all classes will meet daily from Monday through Saturday, except that classes will not be held on the the following Saturdays: June 19, July 3, July 17, July 31. The class schedule extends from 8:00 a.m. to 1:00 p.m.

The residence halls provide comfortable living quarters. Meals will be served in the College dining hall. Students will furnish their own towels and bed linen (for single beds).

Informal social programs are being planned. Bus service from the front door of the administration building provides abundant opportunity for social contacts and shopping in the city of Raleigh.

FACULTY

CARLYLE CAMPBELL, A.B., A.M., LL.D.....	<i>President</i>
BENSON W. DAVIS, A.B., A.M., PH.D.....	<i>Dean</i>
EDGAR H. ALDEN, Mus.B., Mus.M.....	<i>Violin</i>
ERNEST F. CANADAY, A.B., A.M., PH.D.....	<i>Mathematics</i>
GEORGE A. CHRISTENBERRY, B.S., A.M., PH.D.....	<i>Biology, Physics</i>
HARRY E. COOPER, A.B., Mus.B., Mus.D., F.A.G.O.	<i>Music</i>
BEATRICE DONLEY, B.M.....	<i>Public School Music, Voice</i>
HARRY K. DORSETT, A.B., A.M.....	<i>Education</i>
CLYDE W. HUMPHREY, A.B., B.S., A.M.....	<i>Shorthand, Typewriting</i>
MARY LYNCH JOHNSON, A.B., A.M., PH.D.....	<i>English</i>
ROBERT B. NANCE, A.B., A.M.....	<i>French</i>
STUART PRATT, A.B., Mus.B., Mus.M.....	<i>Piano</i>
LILLIAN PARKER WALLACE, A.B., M.S.....	<i>Government, History</i>
ELLEN WINSTON, A.B., A.M., PH.D.....	<i>Geography, Sociology</i>



COURSES OF INSTRUCTION

The number in parentheses following the title of the course indicates the semester hours of credit allowed.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of six students. Other courses will be made available if a sufficient number of students make advance request for them.

BIOLOGY

1. *General Biology* (3).

A course presenting the most important facts and principles and so relating them that the student can apply them to the ordinary affairs of life. A study of the cell, the role of green plants, including simple experiments in plant physiology, and the anatomy and physiology of frog and man.

2. *General Biology* (3).

A study of various types of plants and animals representing the most important phyla and their interrelationships, also including the role of bacteria and the main principles of heredity.

25. *Field Botany* (3).

A study of the native flora collected from the campus and vicinity, utilizing various manuals and keys.

EDUCATION

52. *Principles of Secondary Education* (3).

Prerequisite or parallel: Ed. 51.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports.

53. *Child and Adolescent Psychology* (3).

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence.

56. *Educational Measurements* (3).

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school, and to those majoring in the social sciences.

57. *Principles of Elementary Education* (3).

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work; the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

ENGLISH

1. *English Composition* (3).

A study of the technique of composition; illustrative readings, chiefly of expository prose; weekly papers; a research paper; individual conferences.

First semester's work in Freshman English.

21. *History of English Literature* (3).

A general survey of English literature through the sixteenth century.

58. *Modern Poetry* (3).

A study of the principal British and American poets since 1900.

FRENCH

51-52. *Survey of French Literature* (6).

A study of the development of French literature from the beginning to the contemporary period. Reading of the significant works in every genre, as well as background material.

Counts as two courses.

GEOGRAPHY

51. *Principles of Human Geography* (3).

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

(This course carries credit toward the elementary certificate, the high school science certificate, and the College requirement in social science.)

GOVERNMENT

21. *Government of the United States* (3).

HISTORY

1. *Historical Backgrounds of Modern Civilization* (3).

First semester's work of a year course for freshmen and sophomores. Conducted by means of informal discussions, occasional hour examinations, and a final examination. A loose-leaf notebook and a large amount of collateral reading required.

21. *American History* (3).

A survey course in American history up to 1865.

MATHEMATICS

1. *College Algebra* (3).

Prerequisite: 1½ units of high school algebra.

2. *Trigonometry* (3).

The usual course in plane trigonometry.

24. *Solid Geometry* (3).

Or another advanced course to meet the needs and interests of the group.

1. *Plane Geometry* (0).

To meet entrance requirement.

MUSIC

Applied Music.

Instruction in piano (Mr. Pratt), organ (Mr. Cooper), violin (Mr. Alden), and voice (Miss Donley), will be available in private lessons, and the work will be adjusted to suit the needs of each individual student. College credit will be granted for this work on the basis of one semester hour for six hours per week of practice.

Theory 26. *Appreciation of Music* (3).

A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors.

Music 55-56 (4).

Public School Music for grade school teachers.

PHYSICS

21. *Household Physics* (3).

Special attention given to the construction and operation of household appliances, including heating and ventilation systems, refrigeration, illumination. Experiments in measurements, mechanics, magnetism, electricity, sound and light included in the laboratory work.

SHORTHAND

53. *Elementary Shorthand.*

Basic theory of Gregg shorthand with sufficient writing practice to develop a speed of approximately one hundred words a minute from dictation of practiced material based on a general vocabulary of five thousand words.

SOCIOLOGY

21. *Principles of Sociology* (3).

A general introduction to the field of sociology.

92. *The Family* (3).

The social history of the family; marriage and family adjustment; family relationships; social change and problems of the modern family.

One other advanced course in Sociology (3) to meet the particular needs and interests of the group may be offered.

TYPEWRITING

31. *Typewriting.*

The purpose of this course is to develop the ability to typewrite accurately at a rate of at least fifty words a minute on letters, articles, and similar material.

(Credit in shorthand and typewriting is granted only to majors in Business Administration.)

Courses for Prospective Freshmen

The courses listed below are open to recent high school graduates, and carry three semester hours of college credit. In some cases they represent the first half of a course extending throughout the college year; provision will be made to complete the year's work in the first semester of 1942-1943.

Applied Music
Biology 1
Biology 2

Mathematics 2

English 1
History 1
Mathematics 1

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 January 1943 No. 5
 SUMMER SCHOOL BULLETIN
 MEREDITH COLLEGE
 RALEIGH, NORTH CAROLINA



CALENDAR

June 7	Monday	Registration in library, 2:00 p.m.
June 8	Tuesday	Classes begin. 8:00 a.m.
August 6	Friday	Examinations
August 7	Saturday	Summer session ends

EXPENSES

General Fees:

Tuition (for three courses, giving nine semester hours of credit)	\$30.00
Entertainments and recreational activities	2.00
Residence: room and board	75.00

Special Fees:

Tuition for special students, for each three-hour course	12.00
Laboratory fee, for each course	4.00
Piano, Voice, Organ, Violin (Two half-hour lessons a week)	25.00
One half-hour lesson a week	13.00
Use of piano, one hour daily	3.00
For each additional hour	1.50
Use of organ, fifteen or twenty-five cents an hour	
Use of typewriter, one hour daily	5.00

Fees are payable as follows: one-half, on registration; one-half, July 8. No refunds on account of withdrawal will be allowed.

RECOGNITION

Meredith College is a standard four-year college for women, with membership in the Southern Association of Colleges and Secondary Schools since 1921, the American Association of University Women since 1923, and on the approved list of the Association of American Universities since 1928. The College is a Liberal Arts member of the National Association of Schools of Music.





1. President Carlyle Campbell dictates a letter to a student from the business department.
2. Dean Benson W. Davis checks an address for one of the students in his office.
3. A business student mimeographs concert programs.

(* "Serendipity, n. The gift not sought

ENDIPITY*



Professor P. B. Hancock supervising a bookkeeping student helping in his office.

Mrs. Vera Turt Marsh, registrar, reads at the typewriter.

Professor Clyde W. Humphrey, head of the department of Public Administration, discusses standard with a typewriting section.

Include or agreeable things
Veheter,

MEREDITH COLLEGE BULLETIN

SERIES 36 — FEB. 1943 — NO. 6

ENTERED AS SECOND CLASS MATTER
RALEIGH, NORTH CAROLINA



Published by MEREDITH COLLEGE at Raleigh, N. C.
Monthly except June, July, and August
Entered January 13, 1908, at Raleigh, N. C., as Second-
Class Matter under Act of Congress of July 16, 1894.





The Library, A Popular Place C

Librarian, Hazel Baity.

1. Main entrance, from the circulation desk.
2. Stack room, Prof. J. G. Eomhour and a physics student at the shelves.
3. Periodical room, Dr. L. E. M. Freeman and some students discuss a religious journal.

The student here is provided with every modern convenience wh
zines, and musical scores available; adequate lighting of the mo
windows, attractive recreational reading alcoves, and the privi
each year.

1* "Serendipity, n. The gift of fl
not sought for

RENDIPITY*



The Meredith College Campus

Assistant Librarian, Marjorie Burrus.

Circulation desk and lobby, from the balcony

Reserve reading room

Reading above, Dr. Julia Harris and two English majors at the dictionary stand.

will enhance her enjoyment of the thousands of books, magnificent type to supplement the natural light from the many large of open stacks. Library training also is given to many students

MEREDITH COLLEGE BULLETIN

SERIES 36 — MAR. 1943 — NO. 7

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RALEIGH, NORTH CAROLINA



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SERIES 36

APRIL, 1943

No. 8

MEREDITH COLLEGE

BULLETIN



CATALOGUE

1942-1943

ANNOUNCEMENTS

1943-1944

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RALEIGH, NORTH CAROLINA

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RALEIGH, NORTH CAROLINA

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CALENDAR 1943-1944

FIRST SEMESTER

1943

September	13-15	Mon.-Wed.	Orientation program for new students.
September	15	Wednesday	Registration—Freshmen.
September	16	Thursday	Registration—All others.
September	16	Thursday	Formal opening exercises, 8:00 p. m.
September	17	Friday	Classes begin, 8:30 a. m.
November	25	Thursday	Thanksgiving. A holiday.
December	16	Thursday	Christmas vacation begins, 1:00 p. m.

1944

January	4	Tuesday	Christmas vacation ends, 1:00 p. m.
January	25-29	Tues.-Sat.	First semester examinations.

SECOND SEMESTER

January	31	Monday	Assembly, 8:30 a. m. Registration.
February	1	Tuesday	Classes begin, 8:30 a. m.
February	4	Friday	Founder's Day.
May	1-6	Mon.-Sat.	Registration for the session 1944-1945.
May	23-27	Tues.-Sat.	Second semester examinations.
May	27-29	Sat.-Mon.	Commencement exercises.

SUMMER SESSION, 1943

June	7	Monday	Registration, 2:00 p. m.
June	8	Tuesday	Classes begin, 8:00 a. m.
August	6	Friday	Final examinations.
August	7	Saturday	Summer session ends.

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GENERAL INFORMATION

Foundation and Purpose

Meredith College, founded by the North Carolina Baptist Convention, was granted a charter in 1891, and was first opened to students in September, 1899. It was chartered as the Baptist Female University, a name changed in 1905 to the Baptist University for Women, and in 1909 to Meredith College. This last name was given in honor of Thomas Meredith, for many years a recognized leader of the Baptist denomination in North Carolina, who in 1838 presented to the Baptist State Convention a resolution urging the establishment in or near Raleigh of "a female seminary of high order that should be modeled and conducted on strictly religious principles, but that should be, so far as possible, free from sectarian influences."

The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, and for professional and other fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

The institution has had four presidents: J. C. Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939—.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, and is on the approved list of the Association of American Universities. Graduates of Meredith are eligible for membership in the American Association of University Women.

Meredith College is a liberal arts member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in this catalogue are in accordance with the published regulations of the National Association of Schools of Music.

Location

Because of the growth of the College, the original site in the heart of the city of Raleigh became inadequate, and in January, 1926, the in-

stitution was moved to a campus of one hundred and thirty acres—now increased to one hundred and seventy—about three miles west of the capitol. Federal highways 1, 64, and 70 pass the southern edge of the campus. Frequent local bus service from the door of the administration building into the city makes readily accessible to students the State museum, the State and city libraries, and the churches, homes, and shops of the city. Raleigh as the capital of the State and as an educational center attracts excellent lectures, plays, and concerts, which students may easily arrange to attend.

Buildings

The administration building, the four dormitories, and the dining hall—all brick fireproof structures—form a quadrangle around a court. Johnson Hall contains on the first floor administrative offices and reception rooms; on the second floor the library and rooms for the use of non-resident students; and on the third floor assembly rooms for the two literary societies. The dormitories—Jones Hall, Faircloth Hall, Vann Hall, and Stringfield Hall—are also three stories in height, each accommodating one hundred and twenty-five people. The rooms in the dormitories, planned for two students each, are arranged in suites of two with a connecting bath. Each occupant has a single bed and a closet of her own. There is a social room on each floor, a kitchenette and a pressing room in each dormitory.

East of the quadrangle are four more buildings. The first of these is the auditorium, with provision for music studios and practice rooms. Next is the science building, with lecture rooms, offices, and well-equipped laboratories for biology, business, chemistry, physics, and home economics. The third of these has classrooms and offices for the other departments. North of this group is the physical education building.

Library

The library, located on the second floor of Johnson Hall, offers adequate facilities for study, supplementary and recreational reading, and reference work. It contains 26,875 volumes and a large number of pamphlets. The books are carefully selected by the librarian and the heads of departments to meet the needs of the students. The periodical room is supplied with the leading literary, scientific, and educational magazines, and state and national newspapers.

In addition to the library at Meredith College, the State Library, the State College Library, and the Olivia Raney Library are open to students. Through the interlibrary loan service, books may be secured from nearby university libraries.

Regulations in regard to the use of the library are included in the student's handbook.

Religious Life

As a distinctively Christian college, Meredith makes every effort to encourage the spiritual growth of its students. A religious secretary gives guidance and counsel to students in their organized work and in their individual problems. Each year, in February, a visiting speaker is invited to the campus to lead students in a series of services looking toward deeper spiritual thinking and experience.

All regular students are required to attend the chapel services five days each week. All resident students, except seniors, are also required to attend Sunday school and church services each Sunday morning, eight absences without excuse being allowed during the year.

Health

A well-equipped infirmary, under the direction of two graduate nurses and the college physician, is maintained for the care of the sick. The infirmary office is open to students at all times; and the college physician has regular office hours at the college, at which times students may consult her. It is the purpose of the physician and nurses to prevent illness by means of the knowledge and observance of the general laws of health. Health ratings, based on a positive health program, are now recorded annually.

Vaccination against smallpox is required.

A certificate from a city or county health officer, or from the family physician, must be presented by each student at the time of physical examinations for the first semester. This statement must show that the student has received three doses hypodermically of triple typhoid vaccine at weekly intervals within a three-year period. To meet the requirements, a student must receive these injections every three years during her college residence.

All necessary ocular and dental work should be attended to before students enter, or during a vacation. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

Residence

Students not living at their own homes or with near relatives are required to live in the college dormitories. Stringfield Hall is reserved for freshmen; the other three are open to other students without distinction as to class. The number of resident students may not exceed five hundred.

Students should bring with them towels, sheets, pillows, pillowcases, couch covers (or counterpanes), and all other bed coverings likely to be needed. All rooms are furnished with single beds. Curtains, draperies, rugs, and pictures will make the room more attractive.

All laundry must be clearly marked with indelible ink. The laundry fee collected by the college covers the cost of flat work only. Each student may have laundered each week two sheets, two pillowcases, one counterpane, four towels, and one bureau scarf.

All dormitories will be closed during the Christmas holidays.

Student Organizations

Student Government Association. This important organization, of which all resident students of Meredith are members, has as its purpose (1) the regulation of the life of the students for the good of all concerned, and (2) the promotion of a high sense of honor in academic work. The executive body of the Association is the Student Council, consisting of the president of the Association, the vice-president, the secretary, the treasurer, the house presidents and vice-presidents, and one representative each from the sophomore and freshman classes. An Advisory Committee, comprising the Dean of Women and four other members of the faculty, consults with the Student Council as occasion may demand. The Student Government Association holds regular meetings at the chapel period each Thursday, at which time the students have an opportunity to discuss matters of special interest to them.

Religious Organizations. The religious activities of the students are under the general direction of the Baptist Student Union, its council including the officers of auxiliary organizations and a representative of students belonging to other churches than a Baptist church. Wednesday-evening study groups and Sunday-evening vesper services afford the students opportunity for helpful thinking and working to-

gether. Enjoyable parties, to which students from the neighboring colleges are sometimes invited, are also included in the programs of the Union. For the convenience of Meredith students, a little store, the Bee Hive, is maintained on the college campus. The Service Band provides association for those who are interested in full-time Christian service, either at home or on the foreign field; and the Young Woman's Auxiliary has a definite denominational affiliation. All in all, the character and number of religious activities fostered on the Meredith campus are evidence of the Christian purposefulness of Meredith students.

Honor Society. The Kappa Nu Sigma Honor Society, organized in 1923, has as its special aim the promotion of scholarship at Meredith. Members are admitted on the basis of scholastic standing maintained over a period of two years or more. Each year Kappa Nu Sigma presents some distinguished speaker, who is heard by the entire college community.

Departmental Clubs. A means of cultural enrichment is offered students in the various departmental clubs at Meredith. These are the International Relations Club and the Meredith League of Women Voters, the Helen Hull Law Classical Club, the Elizabeth Avery Colton English Club, the Barber Science Club, the K. K. Art Club, the Home Economics Club, the Sociology Club, the Education Club, the Granddaughters' Club, the MacDowell Music Club, the Monogram Club, and the Sigma Pi Alpha (Modern Foreign Languages). Most of these hold monthly meetings and aim at an approach to their subjects somewhat different from the distinctly academic.

Literary Societies. Two literary societies, the Astrotekton and the Philaretian, have been in existence since the early days of the College. In addition to the presentation of programs at regular meetings, each society offers a medal for the best essay written during the academic year by one of its members.

The Silver Shield. Selection for membership in the Silver Shield, honorary leadership society of the College, is based upon Christian character, constructive leadership, and service to the College. Members are chosen from the senior and junior classes at a public "tapping" ceremony. The Silver Shield was organized in 1935.

Publications. There are three student publications at Meredith: *The Twig*, a newspaper, issued bi-weekly, in the columns of which college happenings are recorded and student opinion expressed; *The Acorn*, a literary journal published six times during the school year; and *Oak Leaves*, the college yearbook.

The Choir and the Glee Club. The Meredith Choir and the Meredith Glee Club, directed by members of the music faculty, give students who belong to them valuable training. These groups appear in concert at stated intervals throughout the college year.

The Little Theater. The Meredith College Little Theater provides for students who are interested in dramatics both the opportunity to appear in plays and practical experience in play production. Several plays are presented during the winter. A chapter of Alpha Psi Omega, national honorary dramatic fraternity, gives special recognition to members of The Little Theater who excel in its activities.

The Athletic Association. The Athletic Association co-operates with the department of physical education in planning a wide range of recreational activities. Archery, badminton, basketball, field hockey, golf, softball, volley ball, and tennis are among the activities offered.

The Athletic Association sponsors the annual Stunt Night, an important event early in the college year, when the four classes of the College compete in the presentation of original dramatic stunts.

Expenses

GENERAL FEES FOR EACH SEMESTER

Resident Students:

Tuition: Instruction, library, lectures and recitals,	
academic administration	\$ 80.00
Residence: room and board, laundry, infirmary service,	
maintenance	165.00

Non-resident students:

Tuition (as above).....	80.00
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SPECIAL FEES FOR EACH SEMESTER

Applied Music (two half-hour lessons a week):

Piano, organ	\$37.50 or 45.00
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Violin, voice	45.00
Use of piano, one hour daily.....	4.50
For each additional hour	2.25
Use of organ, one hour daily.....	15.00 to 25.00
Use of practice room, without piano, one hour daily.....	3.00
For each additional hour.....	1.50
Art:	
Art 1-2, 21-22, 91.....	10.00
Art 53-54	5.00
Art 31, 32, 71, 72, 98.....	2.50
Laboratory fee for each course, unless otherwise specified.....	4.00
Cooking laboratory fee.....	7.50
Sewing laboratory fee.....	1.00
Choir fee (for the year).....	1.00
Home management apartment fee.....	10.00
Directed teaching fee.....	15.00
Typewriting fee: in a credit course, \$5.00; otherwise.....	10.00
Course fee, for special students, for each credit hour.....	6.00
Change in registration.....	.50

OTHER SPECIAL FEES

Student budget fee for the year (payable to Student Government Association)	10.50
Extra charge for single room, each semester.....	25.00
Late registration	2.00
Special examination	2.00
Transcript of academic record (after first copy).....	1.00
Gymnasium Costume (approximate cost of all items).....	8.25
Graduation fee, including diploma.....	5.00

TERMS OF PAYMENT

On registration, at the beginning of the semester:

¹ Resident students	120.00
Non-resident students	40.00

On November 8 and March 20, the balance of the amount for the semester.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the College and its patrons. Neither the President nor the Bursar is expected to modify these regulations without specific authorization from the Board of Trustees.

¹ The \$10 room deposit reduces the September payment to \$110.

In view of the prevailing uncertainty as to cost of labor and materials, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make it necessary. Patrons will be given advance notice of any change to be made.

A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the Bursar. Under no circumstances will a student be allowed to take semester examinations or receive a transcript of her record until her account has been paid in full.

The \$10 room deposit paid by a prospective student will be refunded if requested by August 15; after this date it will be forfeited to the College.

A deduction of ten per cent is allowed where two or more students come from the same family.

A regular college student whose father is an active ordained minister or full-time religious worker is allowed a concession of \$75 on her expenses for the year; if her father is actively engaged in mission work, at home or abroad, she is allowed a concession of \$150 for the year.

Students are not required to make a breakage deposit to cover unjustifiable damage to college property, but for such damage they will be expected to pay.

The student budget fee of \$10.50 for the year is required of all regular students. This fee takes care of a student's obligations to the several student organizations, and includes subscriptions to the three student publications.

Resident students are not charged for the ordinary services of the College physician and nurses, and for the use of the infirmary. For additional service in case of serious or prolonged illness, and for all special medical prescriptions, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund will be made for the quarter of the year in which she leaves. Proportionate refund may be allowed on residence charges if a student is continuously absent for at least four weeks because of illness or other unavoidable circumstances.

Scholarships, Loan Funds, Self-Help

Endowed Scholarships. Friends of the College have established endowment funds for scholarship aid, the principal of which amounts to \$36,250. These funds provide for seventeen scholarships, as indicated

below. In some cases the donors have made specific restrictions affecting the award of the scholarships, but students interested may write the President of the College. Value, \$100 to \$120.

- The E. F. Aydlett Scholarships (three)
- The J. T. J. Battle Scholarships (four)
- The K. M. Biggs Scholarship
- The Z. M. Cavness Scholarship
- The Myrtle Hart Farmer Scholarship
- The J. M. Gardner Scholarship
- The Moses S. Jones Scholarship
- The Mrs. Sallie Bailey Jones Scholarship
- The Mr. and Mrs. W. H. Matthews Scholarship
- The J. H. Moore Scholarship
- The W. W. Parker Scholarship
- The W. A. Thomas Scholarship

Freshman Scholarships. The Board of Trustees authorizes the award of forty scholarships, valued at \$100 each, to resident members of the incoming freshman class. These awards will be based on outstanding scholastic achievement and promise, qualities of social leadership, and financial need. Applications and supporting credentials should be submitted to the President of the College by June 15.

Alumnae Scholarships. Local chapters of the Meredith College Alumnae Association provide for the award of ten \$100 scholarships annually. Students interested should write Miss Mae Grimmer, Secretary, Meredith College.

College Loan Funds. Earnings from the funds listed below are available for loan purposes to students in residence. Inquiries should be addressed to Mr. F. B. Hamrick, Bursar, Meredith College.

- The Elizabeth Avery Colton Loan Fund
- The Louis M. Curtis Loan Fund
- The John M. W. Hicks Loan Fund
- The Helen Josephine Neal Loan Fund
- The William H. Reddish Loan Fund
- The Masonic Loan Fund
- The Henrietta S. Jarman Loan Fund

The Ida Poteat Loan Fund. This fund has been provided for juniors and seniors through the alumnae of the College. Application blanks

will be furnished upon request addressed to Miss Mae Grimmer, Secretary, Meredith College.

Self-Help. Many students needing financial assistance reduce their expenses by part-time employment in the dining room, in the library, and in various offices and academic departments of the College. Compensation varies with the character and amount of service rendered, but usually ranges from \$50 to \$125 for the year. Initial correspondence may be addressed to the President or Bursar. Available appointments will be made on the basis of apparent ability and need.

Summer Session, 1943

During the summer of 1943 the College will operate a nine-week term beginning June 7 and ending August 7. Admission to the summer session is on the same basis as in the regular year. Graduates of accredited high schools who are planning to enter college in September may begin their regular courses here in June. Attendance at the summer session will enable a student to complete her work in less than the usual time. In three years and three summer sessions, a student should be able to complete the regular four-year course. The amount of credit is nine semester hours for the summer session (i.e., three hours each for three courses meeting daily).

Regular academic courses will be available in the usual fields of instruction, including music. Private lessons can be arranged in this field. Classes in typewriting and shorthand will be available.

Full information about the summer session may be obtained by writing to the Dean of the College.

ADMISSION

Students may be admitted to Meredith College as candidates for the degree of Bachelor of Arts either as members of the freshman class or as students with advanced standing from other colleges. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained in this institution. Prospective freshmen must have at least a C average and should rank above average attainment in their secondary school work. Communications with regard to entrance should be addressed to the Dean of the College, who, upon request, will send blanks for the following information:

1. An application for admission, endorsed by parent or guardian.
2. A certified academic record, together with a recommendation for admission from the appropriate school official.
3. A physician's certificate.

These data must be approved by the Dean of the College before a candidate can be officially accepted.

Methods of Admission

By Certificate. Graduates of secondary schools holding membership in the Southern Association of Colleges and Secondary Schools, or in other regional associations of related standing, or of secondary schools fully accredited by their State Department of Education will be admitted on certificate from their high school principal.

By Examination. Applicants who present units for admission from schools not accredited will be required to pass entrance examinations on certain basic subjects, the scope and character of which will be determined by the Dean of the College. Students who have creditably passed the college entrance examination given by the State Department of Education during the war emergency may be considered as eligible for admission.

Entrance Units

For admission to the freshman class students must offer fifteen units of credit. A unit represents a year's study of a subject in a secondary school, and is estimated to be equivalent to one-fourth of a full year's work.

The student shall present for entrance a minimum of fifteen units, twelve of which must be in these subjects: English, foreign language, history and social studies, and mathematics and natural science. There must be four units in English. Graduates from a three-year senior high school are expected to offer twelve units for entrance.

Advanced Standing

A student applying for advanced standing or for acceptance of credit from another college must present the following information: (a) a certificate of honorable dismissal from the institution last attended; (b) an official transcript of her record at that institution, together with a catalogue describing the courses for which credit is requested; (c) details of the units offered for college entrance and the name of the high school from which the entrance units were received.

At least two weeks before the opening of the session, all of the above information should be sent to Meredith College by the institution last attended. Students who have completed two years of college work should indicate the major and other subjects which they expect to pursue. Students entering from other colleges with fewer quality points than semester hours of credit must make up the deficiency at Meredith College.

When the candidate comes from a college belonging to the Southern Association of Colleges and Secondary Schools or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith College. Candidates from other colleges will be given provisional credits which must be validated by success in work undertaken at Meredith College, or by examinations.

In order to validate the provisional credit allowed a student from a non-accredited institution, other than by examination, she must make a minimum of twenty-four semester hours and twenty-four quality points during her first two semesters at Meredith. A student who fails to reach this standard will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be accredited for the work of one year in a junior college.

Special Students

A student of mature age who gives evidence of a serious purpose and who is otherwise properly qualified is allowed to enter a special course without fulfilling the entrance requirements. All such courses must be approved by the Dean and the instructor concerned, but will not receive college credit.

Re-admission of Former Students

A student desiring to return to the College after an absence of more than a year should apply to the Dean for re-admission. Official transcripts of record at all other institutions should be submitted, together with a statement of honorable dismissal. Such a student will comply with the requirements either of the catalogue under which she is re-admitted, or of a subsequent catalogue.

Orientation-Registration

All students, upon arrival in the city, should report and enroll promptly at the office of the Dean of Women. Dormitories will be open to receive freshmen and transfer students at 9:00 a. m. on Monday, September 13. New resident students should arrive on that date, as the registration and orientation program begins at 9:00 a. m. on Tuesday, September 14. Returning students should arrive in time to complete their registration by 3:00 p. m. on Thursday, September 16. All students who fail to complete registration on the date specified must pay a special fee of two dollars.

All freshmen and all transfer students are expected to take part in the special program arranged for Monday, Tuesday, and Wednesday of the opening week. Included in this program will be a physical examination, instruction in the use of the library, social activities, psychological tests, English placement tests, registration, and talks on various phases of college life.

ACADEMIC REGULATIONS

General Requirements for Degrees

Meredith College confers two degrees, that of Bachelor of Arts and that of Bachelor of Music. To be eligible for a degree, a student must meet the specific requirements for the degree and must be a person of unquestionably good character.

The requirements for these degrees are based on the general principle of a broad distribution of studies among the representative fields of human culture and a concentration of studies within a special field. The object of distribution is to give the student a general view of our cultural heritage and to broaden her outlook. The object of concentration is to aid the student in acquiring comprehensive knowledge and systematic training in a particular field of scholarly achievement.

A candidate for the degree of Bachelor of Arts must complete, with an average grade of C¹ or higher, one hundred and twenty-six semester hours of work. Each semester hour of credit is supposed to represent for the average student three hours of academic work a week, including preparation and classes.

A minimum of one full year in residence at Meredith College and the completion with an average of C of thirty semester hours of work approved for seniors will be required of every candidate for the degree of Bachelor of Arts.²

Every candidate for the degree, unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools or by an association of related rank, must have attended Meredith College for at least two years. The last thirty semester hours must be taken at Meredith College, except that not more than six semester hours may be taken at another institution of approved standing. In the last year's work the student must maintain an average of C.

A student who completes in a summer session the work required by the College for the Bachelor's degree will be granted the degree at the end of that session.

¹. An average of C means that a student must earn at least as many quality points as semester hours of credit.

². A certain quality grade is required for graduation and, for the purpose of determining this quality grade, numerical values called points are given to the grade letters as follows: for grade A, three points for each semester hour of credit for the course in which the grade is received; for grade B, two points; for grade C, one point.

Requirements for the Bachelor of Arts Degree

To be recommended for the degree of Bachelor of Arts, a candidate must have completed the requirements, including those of a field of concentration, stated below. All course requirements listed in the prescribed group should be met by the end of the junior year.

I. PRESCRIBED COURSES

	Semester Hours
<i>Art or Music</i> ¹	3
<i>English, English 1-2, 21-22</i>	12
<i>Foreign Language</i> ²	6-18
<i>Social Studies</i> ³	12
Twelve hours selected from these courses: Economics 21, 22; Geography 21, 22; Government 21, 22; History 1-2; Sociology 21, 22.	
<i>Mathematics and Natural Sciences</i> ⁴	12
Biology 1-2; Chemistry 1-2; Mathematics 1, 2; Mathematics 3, 4; Physics 1-2; Psychology 21, 22.	
<i>Religion, Religion 1-2 or 21, 22</i>	6
<i>Health Education. Health Education 1-2</i>	2
<i>Physical Education (for three years)</i>	6
	59-71

II. FIELD OF CONCENTRATION

A field of concentration, consisting of forty-two semester hours distributed as follows: eighteen to twenty-four semester hours in a major department and twenty-four to eighteen semester hours in at least two other related departments, with a minimum of six semester hours in each department. The field of concentration may not include any courses open primarily to freshmen, except that a maximum of six semester hours of freshman work may be taken as related work in a field of concentration where biology or chemistry is the major subject. Required courses not open primarily to freshmen may count as a part of the field of concentration.

1. Students majoring in art, elementary education, home economics, or music will have met this requirement.
2. A student who has had no foreign language will be required to take three years of one foreign language or two years in each of two foreign languages. A student who has two units in one foreign language can complete the requirement by taking twelve semester hours in any foreign language. A student who has two units in each of two foreign languages can complete the requirement by taking six semester hours in one of these languages. A student who has four units in one language can complete the requirement by taking six semester hours in that language.
3. A student who does not offer two units of history must take History 1-2.
4. A student must take six semester hours in biology, chemistry, or physics. Not more than six hours in one subject may be taken to meet the requirement in natural sciences.

Concentration in a field of study is intended to be more than a series of unrelated courses listed in the catalogue under several departments. The work required of each student in a field of concentration should be planned by the major department as a unified, coherent whole, consisting of closely related courses. The requirements of a departmental major in a field of concentration are listed under each department.

The forty-two semester hours of work in a field of concentration must be completed with an average grade of C, or higher.

Not later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts shall select a departmental major. When this selection has been approved by the department concerned, the head of that department becomes the adviser of the student in her field of concentration. The program of studies arranged by the head of the department and the student for the student's field of concentration must receive the final approval of the Dean.

The major must be selected from the following list of subjects:

Ancient languages—Latin	English
Art	History
Biology	Home economics
Business	Mathematics
Chemistry	Modern languages—French
Economics	Music
Education	Psychology and Philosophy
Grade school	Religion
High school	Sociology

III. GENERAL ELECTIVES

Additional courses sufficient to make a total of 126 semester hours.

Requirements for the Bachelor of Music Degree

The degree of Bachelor of Music will be granted to students who already hold the degree of Bachelor of Arts or Bachelor of Science and meet the requirements as stated on page 58 of the catalogue. One additional year of study confined exclusively to music will usually be necessary to secure this degree.

Regulations concerning Courses

All students, except those exempted by permission of the Dean, are required to take sixteen semester hours of work.

No student is permitted to take less than fourteen semester hours of classwork a week without permission of the Dean, except (1) that seniors who are enrolled for the course in supervised teaching are advised to take no more than twelve semester hours of work for that semester, and (2) that a student with a recital to prepare may be permitted to take only twelve semester hours.

A student in poor health or engaged in outside work that demands much of her time may not register for more than twelve semester hours of work. Prescribed courses take precedence over elective courses in a restricted program.

No student may take more than seventeen semester hours of work in one semester if she failed to make an average grade above C on the work of the preceding semester. The maximum number of hours of work allowed during any semester is nineteen.

Twelve semester hours of credit in applied music may be counted by students not majoring in music as elective credits toward the degree, provided a student offers an equal amount of credit in theoretical music with grades of C or better.

During her freshman and sophomore years a student may not take concurrently two courses in the same department without the permission of the Dean.

Students who do not complete the foreign language requirement in the freshman year must continue the study until the requirement is met.

The maximum amount of work that a student may take in any one department, other than the department of music, is thirty-six semester hours. Students who choose a field of concentration with music as the major subject may take a maximum of sixty semester hours from the various subdivisions of the department.

A junior may not receive more than six semester hours of college credit in courses primarily for freshmen.

A senior may not receive credit in a course primarily for freshmen, if that work is taken to satisfy one of the course requirements for the degree. Upon the recommendation of a departmental chairman and the approval of the Dean, a senior may receive half-credit in an elective course primarily for freshmen. Any deficiency in the number of prescribed hours resulting from the reduction of credit may be satisfied by substituting an equal number of hours of free elective credit.

A maximum credit of six semester hours may be allowed for academic work taken by correspondence (with a grade of C or higher) after written permission has been obtained from the Dean of the College.

Not more than six semester hours of work may be done in another institution of approved standing as the final work necessary for graduation, except in the case of four-hour courses, in which case, eight hours of credit will be allowed. Such courses must be of senior grade and must be approved by the Dean before they are taken.

Freshmen must pass three semester hours in order to continue into the second semester; others must pass six semester hours. In order to continue or return, a student must pass in the first year twelve semester hours; in the second, fifteen; in the third, eighteen. If in any semester a student makes all D grades, or a majority of D's, or D's and F's combined, she shall be placed on academic probation. If at the end of the next semester of residence, her grades have not improved, she may be dropped from the College for one semester, after which she may apply for readmission.

The Department of English may require an additional course in composition of a student who submits to any department a paper containing gross errors in English composition.

The College reserves the right to exclude at any time a student whose academic standing or conduct it regards as undesirable.

The Freshman Year

In the freshman year a student is required to enroll each semester in English, and physical and health education. She is advised to enroll in a foreign language and in a laboratory science.

Additional work to make the required number of hours may be chosen, upon the counsel of the Dean, from the following:

Art 1-2	History 1-2
Biology 1-2	Home Economics 1-2
Chemistry 1-2	Latin 1-2; 21-22; 31-32
French 1-2; 21-22	Mathematics 1, 2
German 1-2; 21-22	Music (See Department)
Spanish 1-2; 21-22	Physics 1-2
Greek 21-22	Religion 1-2

Class Attendance

Students must be regular and prompt in their attendance at all classes, conferences, and other academic appointments. Students must accept full responsibility for any announcements or assignments missed because

of absence. Such absences, even when permitted, tend to lower a student's standing in courses; if they are unapproved, penalties are attached.

All students on the Dean's List are granted optional attendance, except at the last session before or the first session after a holiday. An absence on these days counts as two absences.

Students must attend two-thirds of the meetings in a course in order to receive full credit.

All students are allowed, without question or penalty, as many absences in each course as there are credit hours for that course.

If the student accumulates further absences (beyond the number allowed) to the detriment of her scholastic achievement, the teacher of the course in question shall give the student written notice and shall also send written notice to the dean, stating that the student in question should not be absent again. The dean also will notify the student.

If after this a student should accumulate further absences without justifiable reason or excuse, she may, with the approval of the dean, be dropped from the course with an F. If this should happen in two or more courses the student may be asked to withdraw from the institution.

Grading System

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. The grade of scholarship is reported in letters: A, B, C, and D indicate passing grades; F indicates failure. A grade of I indicates that the student's work is incomplete. If an I is not completed during the next semester of residence, it automatically becomes an F.

Quality Points

The College requires that a student maintain a minimum scholastic average, above the lowest passing grade, in the courses offered towards the degree. This average is determined by the quality points to which her course grades entitle her. Each semester hour with a grade of A gives three quality points; B, two; C, one. A candidate for graduation

must therefore have one hundred and twenty-six quality points, or a credit ratio of 1.0 for her entire course. This is equivalent to a general scholastic average of C.

Dean's List

At the end of each semester there is published a Dean's List of students who have attained high scholastic standing. Included in this list are names of all students taking twelve or more semester hours who have made a number of quality points equal to twice the number of semester hours taken plus three.

All students whose names are on the Dean's List are granted optional class attendance except at the last session before or the first session after a holiday.

A student may be removed by the Dean from this list during the semester if her conduct or grades are such as to make removal advisable.

Graduation with Distinction

The degree of Bachelor of Arts with distinction is conferred upon a student under the following conditions:

- (1) A student must have been in residence at Meredith College at least two years and must have earned a minimum of sixty semester hours.
- (2) For the purpose of computing the standing of a student all semester hours taken at Meredith College are counted.
- (3) Those whose average is two and two-tenths quality points per semester hour are graduated *cum laude*; those whose average is two and seven-tenths quality points per semester hour are graduated *magna cum laude*; those whose average is two and nine-tenths quality points per semester hour are graduated *summa cum laude*.

No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

Classification

Students are classified at the beginning of each semester. To be classified as a sophomore, a student must have twenty-four semester

hours of credit and twelve quality points; to be classified as a junior, she must have fifty-four hours of credit and forty-two quality points; to be classified as a senior, she must have eighty-four hours of credit and seventy-eight quality points.

Examinations and Reports

Final examinations are held in all courses at the end of each semester. No credit should be expected for a course if the examination is not taken as scheduled, unless another date is authorized by the Dean and the instructor concerned. A special fee will be charged for individual examinations thus allowed.

Seniors have examinations at the same time as other students, except that seniors who have examinations on the last Friday of the second semester may take them on the preceding Friday.

At the end of each semester a report is sent to the parent or guardian of a student, showing her grade of scholarship and absences from classes and other college duties. At the end of each six weeks a report is sent if a student's work is unsatisfactory.

Registration in May

During the week of May 1 to 6 students will file with the Dean their schedules for the first semester of the following year.

Summer School Credits

A student should have the announcement of the summer school that she is to attend, and should secure in advance the written approval of the appropriate heads of departments for the courses she plans to take. After consultation with her adviser the student must submit the names and outlines of the courses to the Dean. The maximum credit allowed for a summer term of six weeks is six semester hours; for nine weeks, nine semester hours; for twelve weeks, twelve semester hours.

Vocational Courses

In accordance with the student's statement of her own aims and interests as indicated on her Vocational Guidance Record, she consults with a specialist in her chosen field after she has had a conference with a member of the Vocational Guidance Committee.

Attention is called to the fact that this institution offers certain phases of vocational education on the college level and not in competition with the purely professional and vocational schools. Students may enter, among others, the following fields:

1. Teaching
 - a. Grades
 - b. High School
2. Business
3. Medical Technology and Nursing
4. Religion
5. Social Welfare
6. Graduate Study

The College offers courses of instruction leading to a degree in Business. This course is not open to freshmen. This training qualifies students to hold positions in the business world. Courses in shorthand and type-writing are also available to prospective librarians, religious and social workers, and teachers.

In the natural sciences, fully accredited pre-professional courses are offered for laboratory technicians, nurses, and students of medicine.

The College regards its program of teacher education not merely as a particular duty of the Department of Education, but rather as a function of the whole institution.

Because of the increasing demand for various types of trained social workers, the curriculum has been expanded to include all prerequisites for professional training at accredited schools of social work.

Students planning to enter professional schools or to do graduate work after leaving Meredith should secure advance information about the requirements which they must satisfy. The Dean of the College will be glad to assist the individual student in keeping with the degree requirements of this institution, to plan her course of study with these aims in view.

Withdrawal

Official withdrawal of resident students is made in the office of the Dean of Women. Withdrawal of non-resident students is made in the office of the Dean of the College.

Failure to make official withdrawal forfeits the right of honorable dismissal.

COURSES OF INSTRUCTION

A course with an odd number is given the first semester; a course with an even number, the second semester. If an S follows the odd number, the course is repeated in the second semester; if an F follows the even number, the course is also offered in the first semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed; if the numbers are separated by a comma, proportionate credit is allowed for the work of either semester.

A course numbered below 20 is for freshmen; from 21 to 49, for sophomores; from 51 to 89, for juniors and seniors; above 90, for seniors only, except by special permission.

The number in parentheses following the title of a course indicates the semester hours of credit allowed.

Brackets enclosing the number and title of a course indicate that the course is not given in 1943-1944.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of five students.

Ancient Languages

HELEN PRICE, *Professor*

BENSON W. DAVIS, *Professor*

LATIN

Requirements for a major: twenty-four semester hours, including Latin 21-22; 31-32; either 51, 53 or 53, 54; and six additional hours from any other courses in ancient languages except Latin 86.

1-2. *Elementary Latin (6).*

Open to students who offer less than two units for entrance.

MISS PRICE

21-22. *Review of Grammar and Reading of Vergil's Aeneid (6).*

Prerequisite: Two units of Latin for entrance or Latin 1-2.

MISS PRICE

31-32. *Selections from Latin Prose and Poetry (6).*

Prerequisite: Four units of Latin for entrance or Latin 21-22. Special study of Livy and Horace. Prose Composition.

MISS PRICE

[51. *Roman Comedy (3).*]

MISS PRICE

[52. *Latin Prose (3).*]

The letters of Cicero and Pliny, the *Catiline* of Sallust, the *Agricola* of Tacitus. MISS PRICE

53. *Roman Satire and Other Poetry of the Empire (3).* MISS PRICE

54. *Vergil; Georgics; Eclogues; Aeneid, VII-XII (3).* MISS PRICE

56. *Advanced Latin Composition (1).* MISS PRICE

58. *Roman Life and Thought (3).*
No reading knowledge of Latin required. MISS PRICE

86. *Teaching of Latin (3).*
MR. DAVIS

GREEK

21-22. *Elementary Greek (6).* MISS PRICE

51-52. *Homer's Iliad; Plato's Apology; New Testament (6).*
Prerequisite: Greek 21-22. MISS PRICE

57. *Greek Life and Thought (3).*
No reading knowledge of Greek required. MISS PRICE

Art

CLAYTON HENRY CHARLES, *Associate Professor*

JOHN LAMAR REMBERT, *Instructor*

Requirements for a major: 1-2, 21-22, 31, 32, 98 and advanced courses to total twenty-four hours, one of which must be a lecture course (71, 72 or 74). Course 1-2 does not count toward the major.

Students planning to teach in the elementary grades are required to take Art 53-54 in addition to the courses listed above.

1-2. *Elementary Drawing and Composition (6).*

Two lectures and four studio hours a week.

A beginning course in drawing, composition and painting, with emphasis on the materials and methods of the visual arts. Lectures cover the various phases of art activity, with adequate studio practice to give a real foundation for both appreciation and practice of art. MR. CHARLES

21-22. Design (6).

Six studio hours a week.

An art structure course based upon applied art principles as they affect the practical arts, advertising, posters, industrial design, textiles, costume, illustration and the graphic arts.

MR. REMBERT

31, 32. History and Appreciation of Art (6).

A survey of the significant periods in the history of painting, sculpture, architecture and the applied arts, from ancient times to the present day.

MR. REMBERT

53-54. Art Education and Industrial Arts (6).

Two lectures and four studio hours a week.

A study of the aims of art in the elementary school and its place in the integral program; practice drawing and industrial art problems together with the selection and preparation of illustrative material to meet the needs of children of different grade levels. (Planned to meet the state requirement in art for certification in the elementary schools.)

MR. REMBERT

71. Art of the Renaissance (3).

The Renaissance movement in Italy and the Netherlands as seen in their architecture, painting and sculpture; its development and influence upon contemporary art forms.

MR. REMBERT

72. Modern Art (3).

A study of significant movements in the fields of painting, sculpture and architecture in Europe and the United States from the French Revolution to the present day.

MR. CHARLES

91, 91S. Studio Problems (3).

A course designed to permit advanced practice and research by art majors in their fields of special interest. Painting, sculpture, design, interior decoration or materials and methods of teaching art are suggested fields of study. These courses must be scheduled by special arrangement with the department head.

MR. CHARLES

98. Seminar (1).

A study and review group meeting with the staff to consider current problems, advanced techniques, teaching methods and other problems related to art.

Required of all majors in their senior year.

MR. CHARLES

Biology

GEORGE A. CHRISTENBERRY, *Professor*

KATHLEEN L. HUSSEY, *Instructor*

Requirements for a major: 21, 51, and ten to sixteen semester hours elected from other courses in the department.

1-2. *General Biology (6).*

Biology 1 is required of majors in home economics. Elective for others.

Two lectures, one conference and two laboratory hours a week.

A course presenting the most important biological facts and principles, and so relating them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the role of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the role of micro-organisms, growth, reproduction, and heredity.

STAFF

21. *Botany (4).*

Prerequisite: Biology 1-2. Two lectures and six laboratory or field-trip hours a week.

A study of the morphological, physiological, and taxonomic aspects of the plant kingdom, supplementing the material of general biology with additional forms.

MR. CHRISTENBERRY

22. *Plant Taxonomy (3).*

Prerequisite: Biology 1-2 and 21. One lecture and six laboratory or field-trip hours a week.

A study of the external morphology, identification, classification, and distribution of the seed plants in the vicinity.

MR. CHRISTENBERRY

24. *Bacteriology (3).*

Required of home economics majors. Elective for others. Prerequisite: Biology 1 and Chemistry 1-2 or their equivalents. One lecture and six laboratory hours a week.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation.

MR. CHRISTENBERRY

[51. *Comparative Vertebrate Anatomy* (4).]

Prerequisite: Biology 1-2. Two lectures and six laboratory hours a week.

A course dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

MISS HUSSEY

52. *Invertebrate Zoology* (4).

Prerequisite: Biology 1-2. One lecture and six laboratory hours a week.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types.

MISS HUSSEY

53. *Human Physiology* (3).

Prerequisite: Biology 1-2, Chemistry 1-2. Especially adapted to students preparing to study medicine or nursing, or to become technicians. Two lectures and three laboratory hours a week.

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other mammals, and simple experiments.

MISS HUSSEY

55. *Genetics* (3).

Prerequisite: Biology 1-2 or its equivalent. Three lecture hours a week.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in the discussions.

MISS HUSSEY

56. *Vertebrate Embryology* (4).

Prerequisite: Biology 1-2. Two lectures and six laboratory hours a week.

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Especial emphasis placed on the chick in laboratory, and outside readings to show comparative stages in other vertebrates.

MISS HUSSEY

[57. *Cryptogamic Botany* (3).]

Prerequisite: Biology 1-2 and 21. One lecture and six laboratory or field-trip hours a week.

A survey of the Thallophyta, Bryophyta, and Pteridophyta with particular interest in the forms found in the vicinity.

MR. CHRISTENBERRY

86. *The teaching of Science* (3).

Open to juniors and seniors taking a major in biology or chemistry. One lecture and six laboratory hours a week. A study of the materials and the methods used in teaching the sciences in high school.

MISS HUSSEY, MISS KRAMER

Business

CLYDE W. HUMPHREY, *Associate Professor*

Students whose field of concentration has business for its major subject will take a minimum of twenty-four semester hours of work in business exclusive of, or in addition to, courses 31-32 and 85. For the requirements in a related field such students will take Economics 21, 22, and 63, and additional courses, upon the advice of the head of the department, to make a total of forty-two semester hours for the field of concentration. Those not majoring in business may take only such courses in business as are approved in individual cases by the Dean of the College, the head of the Department of Business, and the head of the department in which the student is majoring. These courses are not open to freshmen.

31-32. *Typewriting (6)*.

The purpose of this course is to develop the ability to typewrite accurately at a rate of at least fifty words a minute on letters, articles, and similar material.

MR. HUMPHREY

53-54. *Elementary Shorthand (6)*.

Basic theory of Gregg shorthand with sufficient writing practice to develop a speed of approximately one hundred words a minute from dictation of practiced material based on a general vocabulary of five thousand words.

MR. HUMPHREY

61, 62. *Accounting (6)*.

Accounting for single proprietorships, partnerships, and corporations; classification of accounts; analysis of financial statements; payroll and tax problems.

MR. HUMPHREY

65. *Business Law (3)*.

An introduction to some legal problems involved in contracts, sales, property, negotiable instruments, bailments, insurance, employment, torts and bankruptcy.

MR. HUMPHREY

68. *Statistical Methods (3)*.

Theory and practice in the collection and interpretation of statistical data; operation of calculators and other statistical machines. Methods are illustrated with data from the fields of business, sociology, and education.

MR. HUMPHREY

73, 74. *Advanced Shorthand (6)*.

Intensive review of Gregg shorthand theory; development of shorthand writing rate of approximately one hundred twenty words a minute; transcription rate of approximately forty words a minute.

MR. HUMPHREY

75, 76. *Retail Distribution (6).*

Merchandising principles and practices of retail businesses; store organization and equipment; merchandise control; financing and accounting; advertising media; credits and collections; personal problems.

MR. HUMPHREY

81. *Business Communication and Reports (3).*

Effective written and oral communication in business; composition of sales, credit, collection, and adjustment letters; preparation of advertising copy, special bulletins, manuals, and factual summaries; parliamentary procedure.

MR. HUMPHREY

84. *Office Management and Practice (3).*

Problems involved in planning and directing the functions of business and professional offices; personnel relations and duties; selection and proper use of office supplies and equipment; methods of filing; improvement of correspondence.

MR. HUMPHREY

85. *The Teaching of Business (3).*

Aims, objectives, methods, techniques, and materials for teaching business in secondary schools and in specialized vocational schools.

MR. HUMPHREY

Chemistry

MARY ELIZABETH YARBROUGH, *Professor*

MARGARET KRAMER, *Instructor*

Requirements for a major: Chemistry 1-2 and eighteen semester hours from other courses in the department exclusive of 86.

1-2. *General Chemistry (6).*

Two class hours, one conference, and one three-hour laboratory period a week.

A study of the occurrence, preparation and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon practical application of the science to daily life.

STAFF

21-22. *Organic Chemistry (6).*

Prerequisite: Chemistry 1-2. Two class hours, one conference, and one three-hour laboratory period a week.

A systematic study of the aliphatic and the aromatic series. An introduction in the laboratory work to the fundamental methods of preparation and purification of typical organic compounds.

MISS YARBROUGH

51. *Qualitative Analysis (3).*

Prerequisite: Chemistry 1-2. One class hour, one conference, and two three-hour laboratory periods a week.

The theoretical and practical study of methods of separation and identification of the more common anions and cations. MISS KRAMER

52. *Quantitative Analysis (4).*

Prerequisite: Chemistry 51. Two class hours, one conference, and two three-hour laboratory periods a week.

Class work devoted to the discussion of the analytical methods used in the laboratory. Laboratory work to include representative procedures of both volumetric and gravimetric methods of analysis. MISS KRAMER

53. *Advanced Quantitative Analysis (4).*

Prerequisite: Chemistry 52. Two class hours, one conference, and two three-hour laboratory periods a week.

A continuation of 52, including work in volumetric, gravimetric and colorimetric methods of analysis. MISS KRAMER

54. *Chemistry of Food and Nutrition (4).*

Prerequisite: Chemistry 21-22. Three class hours, one conference, and one three-hour laboratory period a week.

A study of the chemistry and functions of foodstuffs, the amounts of food required in nutrition, and the composition and nutritive value of food materials. MISS YARBROUGH

56. *Advanced Organic Chemistry (3).*

Prerequisite: Chemistry 21-22. Two class hours and one three-hour laboratory period a week.

A continuation of 21-22. Laboratory work to include organic qualitative analysis. MISS YARBROUGH

86. *Teaching of Science (3).*

For description see Biology 86.

MISS KRAMER

Education

BUNYAN Y. TYNER, *Professor*

HARRY K. DORSETT, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

LILA BELL, *Instructor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Students intending to teach should confer with the Department of Education during their sophomore year to make sure that they will meet the requirements for the state A-grade certificate. All teaching programs must be approved by the head of the education department.

MAJORS IN EDUCATION

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the professional courses outlined on page 45, at least one of the following courses in education is required for the major: Education 59, 91, 92, making a total of twenty-one to twenty-four semester hours. For those pursuing courses leading to teaching in high school, if education is made the major, in addition to the professional courses outlined on page 45, at least one of the education courses numbered 59, 91, 92, must be taken, making a total of from eighteen to twenty-four semester hours. In addition to these courses all majors in education, on either the elementary or high school level, must take such additional educational and subject-matter courses as may be necessary to meet the requirements for an A-grade certificate in North Carolina.

Courses in education are open as general electives to those not majoring in education. Certain courses in psychology may be counted on an education major with the advice and approval of the head of the Department of Education.

HIGH SCHOOL TEACHER'S CERTIFICATE

Those who expect to secure State A-grade certificates to teach in high school, must meet the requirements listed below. *It is recommended that students be able to teach at least two subjects in the high school. Majors, related subjects, and electives may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide.* All teaching programs should be approved by the head of the education department by the beginning of the junior year.

I. Subject-Matter Courses

A major and related courses should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24); French (18), German (18), Latin (24), physical education (15), social sciences (30), mathematics (15), science (30). The following combinations are suggested: English-Latin, English-French, English-history, English-religion,

Latin-French, history-religion, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30) including three semester hours in voice; home economics (51; business (30).

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Principles of Secondary Education (Ed. 52).....	3 semester hours
Materials and Methods of Teaching (Ed. 85, 86).....	3 semester hours
Education electives.....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
Minimum Total Required.....	18 semester hours

Students are advised to take these courses in the order listed. One or more of the following should be included in the electives: 56, 59, 91, 92.

GRADE SCHOOL TEACHER'S CERTIFICATE

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
¹ Children's Literature (Education 55).....	3 semester hours
American History and Citizenship (21, 22).....	6 semester hours
Geography (51, 52).....	6 semester hours
Art Education and Industrial Arts (53-54).....	6 semester hours
Music 55-56	4 semester hours
² Health Education (85).....	3 semester hours
Physical Education (86).....	3 semester hours

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Child Psychology (Ed. 53).....	3 semester hours
³ Educational Measurements (Ed. 56).....	3 semester hours
Principles of Elementary Education (Ed. 57).....	3 semester hours
Elementary Education—Primary or Grammar Grades (Ed. 61, 62 or 63, 64).....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
For Major (Ed. 59, 91, 92).....	3 semester hours
Total	24 semester hours

¹The State Department of Education counts Children's Literature as English, and not as education, but does not count as part of the major.

²The State Department of Public Instruction recommends that Biology 1-2 be taken as a prerequisite.

³Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

1. To meet the State physical education requirements, courses 85, 86 may be substituted for a year of physical education required of all candidates for a degree.

2. It is recommended that students planning to teach in grades 4-8 take as one of their prescribed sciences Mathematics 3, 4.

EDUCATION COURSES

51, 51S. Educational Psychology (3).

An attempt to develop with the student a knowledge of psychological principles in their educational aspects. Especial attention to learning. MR. TYNER

52F, 52. Principles of Secondary Education (3).

Prerequisite or parallel: Ed. 51.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports.

MR. DORSETT

53, 53S. Child and Adolescent Psychology (3).

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence.

MR. TYNER, MR. DORSETT

55. Children's Literature (3).

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS BELL

56. Educational Measurements (3).

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school, and to those majoring in the social sciences.

MR. DORSETT

57. Principles of Elementary Education (3).

Required of students working toward elementary certificates. Prerequisite: Ed. 51. Not open to students taking Education 52.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

MR. DORSETT

59. *History of Education (3).*

A survey of educational theories and practices from primitive times to the present, designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education.

Mrs. WALLACE

61. *Elementary Education: Grades 1-3 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

MISS BELL

62. *Elementary Education: Grades 1-3 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

MISS BELL

63. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling, and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

MISS BELL

64. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 51.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS BELL

91. *Administration and Supervision of Public Education (3).*

Prerequisite: Ed. 51, and 52 or 57.

A course dealing with the general principles of administration and supervision of public education. The North Carolina system studied and compared. The influence of the several factors of control noted and evaluated. The principal emphasis in the course placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coordination of the various activities of the school as a whole.

MR. TYNER

92. *Philosophy of Education (3).*

Prerequisite: Ed. 51, and 52 or 57.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer considered, with the major emphasis, however, upon the views of contemporary educational leaders and movements. Current educational magazines are given special consideration in reading assignments.

MR. TYNEA

DEPARTMENTAL COURSES

(Materials and Methods)

85, 86 (3).

Description of these courses will be found under the several departments. The courses listed below count as education, three semester hours of which are required for a high-school certificate to teach in one field; six semester hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the course is taken. The following courses are offered for teachers on the high-school level:

- 85 B. The Teaching of Business.
- 86 E. The Teaching of English.
- 86 M. L. The Teaching of Modern Languages.
- 86 H. E. The Teaching of Home Economics.
- 86 L. The Teaching of Latin.
- 85 M. The Teaching of Mathematics.
- 86 Mus. The Teaching of Music in the High School.
- 86 Sc. The Teaching of Science.
- 86 S. Sc. The Teaching of Social Studies.
- 81, 83-84, 86, 88 P. E. The Teaching of Physical Education.
- 82 H.Ed. The Teaching of Health Education.

OBSERVATION AND DIRECTED TEACHING

95, 96 (3).

It is contemplated that seniors will do observation and teaching for an hour a day for one full semester to meet the requirements for the State A-grade certificate. At least 60 clock hours should be planned, fully one-half of which must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well-qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of

the school in which the observation and teaching are to be done. *At least two consecutive class periods daily should be reserved in the schedule of seniors planning to teach in either the first or second semester, and these periods must come at the same time each day.* Prerequisites to teaching on the high-school level are: Education 51, 52 and 85 or 86 in the subject in which teaching is to be done. On the elementary level: Education 51, 57, and 61-62, or 63-64. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, maintaining a grade of at least C, especially in her major subject, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Students are advised to plan their schedules so that they will not have to carry more than twelve hours of work, including teaching, during the semester in which supervised teaching is done. Fee, \$15.00. STAFF

English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

MARY JAMES SPRUILL, *Assistant Professor*

LOUISE LANHAM, *Instructor*

English 1-2 prerequisite for English 21-22; English 21-22 prerequisite for all other courses in English, except 33-34, 57, 58.

Requirements for a major: 21-22, 51 and 52 or 63, and twelve additional hours, six of which must be chosen from 53, 54, 55, 91, 92. Students may not take both 52 and 63.

1-2. *Principles of Writing (6).*

STAFF

21-22. *Development of English Literature (6).*

MISS JOHNSON, MISS SPRUILL, MISS LANHAM

31-32x. *Fundamentals of English Composition.*

Required of juniors and seniors who need additional practice in composition.
No credit. MISS SPRUILL

33-34. *Creative Writing (2).*

MISS HARRIS

51. *Old English Prose (3).*

MISS JOHNSON

52. *Old and Middle English Poetry (3).*

Prerequisite: English 51.

MISS JOHNSON

53, 54. *Shakespeare (6).*

MISS HARRIS

55. *Milton (3).*

MISS HARRIS

[57. *American Literature Through the Eighteenth Century (3).*]

MISS LANHAM

58. *American Literature of the Eighteenth Century (3).*

MISS HARRIS

59. *English Literature of the Eighteenth Century (3).*

Alternates with English 57.

MISS LANHAM

61. *Modern Fiction (3).*

MISS SPEULL

62. *English Poetry of the Victorian Period (3).*

Alternates with English 66.

MISS JOHNSON

[63. *Chaucer (3).*]

Prerequisite: English 51 (New course).

MISS JOHNSON

64. *Contemporary Literature (3).*

MISS LANHAM

65. *English Poetry of the Romantic Period (3).*

Alternates with English 62.

MISS JOHNSON

86. *The Teaching of English (3).*

MISS SPEULL

91, 92. *Materials of Poetry (6).*

MISS HARRIS

History and Government

SAMUEL GAYLE RILEY, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

Requirements for a major: History 1-2 (prerequisite); eighteen to twenty-four semester hours including History 21, 22.

HISTORY

1-2. *Historical Backgrounds of Modern Civilization* (6).

Required of freshmen who have not had at least two years of history in high school. STAFF

21, 22. *American History* (6).

A survey course.

MR. RILEY, MISS KEITH

51. *Ancient History* (3).

Prerequisite: History 1-2.

MRS. WALLACE

52. *Medieval European History* (3).

Prerequisite: History 1-2.

MRS. WALLACE

53. *Modern European History 1500-1830* (3).

Prerequisite: History 1-2.

MR. RILEY

54. *Modern European History 1830-1914* (3).

Prerequisite: History 1-2.

MRS. WALLACE

56. *The British Empire* (3).

Prerequisite: History 1-2

MISS KEITH

61. *Europe Since 1914* (3).

Prerequisite: History 1-2.

MRS. WALLACE

63. *Political and Social History of the American Colonies* (3).

Prerequisite: History 21, 22.

MISS KEITH

64. *Southern History* (3).

MISS KEITH

65. *The United States in the Twentieth Century* (3).

Prerequisite: History 21, 22.

MR. RILEY

66. *Studies in the Social History of the United States* (3).

Prerequisite: History 21, 22.

MR. RILEY

86. *The Teaching of the Social Studies* (3).

Open by permission of the instructor or the head of the department concerned to juniors and seniors taking a major in history or sociology. MRS. WALLACE

GOVERNMENT

21. *Government of the United States* (3).

MISS KEITH

22. *State and Local Government in the United States* (3).

MISS KEITH

Home Economics

ELLEN DOZIER BREWER, *Professor*

JENNIE M. HANYEN, *Associate Professor*

Requirements for a major: Twenty-four semester hours of work in home economics, to include either Home Economics 51, and 52 or 53.

Home economics students are advised to take Chemistry 1-2 in the freshman year. Other courses in science should include Biology 1 and 24, Chemistry 21, and Physics 21.

1-2. Textiles and Clothing (6).

Two lectures and four hours of laboratory.

A course including the study of clothing suitable for individual types and various occasions. Construction of garments. Individual clothing budget. An analysis of textiles to find the relation between cost and quality. MISS HANYEN

21-22. Foods and Cookery (6).

Required of sophomores majoring in home economics. Open to other sophomores, juniors, and seniors. One lecture and five hours of laboratory.

A study of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and of elementary nutrition.

MISS BREWER

51. Nutrition (3).

Prerequisites: Home Economics 21-22 and Chemistry 21. Two lectures and two hours of laboratory.

MISS BREWER

52. Advanced Foods (3).

Prerequisite: Home Economics 21-22. One lecture and five hours of laboratory.

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and serving of meals of various types.

MISS BREWER

53. Textiles and Clothing (3).

Prerequisite: Home Economics 1-2. Two lectures and four hours of laboratory.

Tailoring. Use of a foundation pattern in designing. Remodeling garments. Identification and practical testing of materials.

MISS HANYEN

[54. Textiles and Clothing (3).]

Prerequisites: Home Economics 1-2 and 53. One lecture and five hours of laboratory.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form.

MISS HANYEN

55. House Planning and Furnishing (3).

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and arrangements of interiors with special emphasis on economic factors.

MISS BREWER

56. Home Nursing and Child Development (3).

Principles of nursing as applied to the home care of the sick. A study of the physical care and development of the child from pre-natal period through infancy.

MISS HANYEN

58. Home Management (3).

The application of scientific principles to the problems of the modern homemaker.

MISS BREWER

59. Home Cookery (3).

Elective for juniors and seniors in all courses. One lecture and five hours of laboratory.

A brief course in food selection, preparation, and service, planned for students majoring in other fields.

MISS BREWER

62. Nutrition (3).

Prerequisite: Home Economics 54. Two lectures and two hours of laboratory.

A continuation of Home Economics 51 with emphasis on special dietary problems.

MISS BREWER

85. Methods of Teaching Home Economics (3).

A study of the methods of teaching home economics in high school. Source materials. Related materials. Lesson planning. Study of methods of testing.

MISS HANYEN

91. Economics of the Home (1).

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Economics 58.

MISS BREWER

93, 94. Economics of the Home—Residence (2).

To be taken in connection with Home Economics 91.

Residence for students in groups of four in the home management apartment for one month.

MISS HANYEN

Mathematics

ERNEST F. CANADAY, *Professor*

Requirements for a major: Eighteen to twenty-four semester hours which must include courses 51 and 52. Courses 1, 2 and 3, 4 do not count on the major.

1. *College Algebra (3).*

(Not open to those who have had or who are taking Math. 3, 4). MR. CANADAY

2. *Trigonometry (3).*

MR. CANADAY

3, 4. *General Mathematics (6).*

This course includes a review of basic mathematics, acquaints the student with the important formulas of plane and solid geometry and the fundamental principles of college algebra and trigonometry.

(Not open to those who have had or who are taking Math. 1, 2).

MR. CANADAY

21-22. *Analytic Geometry (6).*

Prerequisite: Math. 1, 2 or 3, 4.

MR. CANADAY

24. *Solid Geometry (3).*

MR. CANADAY

51, 52. *Differential and Integral Calculus (6).*

Prerequisite: Course 21-22.

MR. CANADAY

53. *Theory of Equations (3).*

Prerequisite: Course 21-22.

MR. CANADAY

54. *College Geometry (3).*

A course in modern plane geometry.

MR. CANADAY

85. *Methods (3).*

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and magazines. Given in alternate years.

MR. CANADAY

Modern Languages

ELLIOTT HEALY, *Professor**

ELIZABETH LOWNDES MOORE, *Acting Associate Professor*

ROBERT B. NANCE, *Instructor*

CATHERINE F. HOLGATE, *Instructor*

The completion of a foreign-language course numbered 51-52, or its equivalent, is required for the A.B. degree. Courses 1-2, 21-22, and 51-52, or their equivalent, are prerequisite for all advanced courses.

FRENCH

Requirements for a major: Eighteen semester hours above 21-22, which must include 51-52 and 57. A student planning to teach French in high school and taking only the minimum number of hours required by the state is advised to include French 57 and French 86 in her program. French 86 counts as Education.

1-2. *Elementary French (6).*

The equivalent of two years of high school French. A course including (1) a functional study of elementary grammar; (2) practical phonetics; (3) graded readings; (4) introduction to French civilization.

STAFF

21-22. *Intermediate French (6).*

A continuation of French 1-2. A course in which the student learns to read intelligently unsimplified French and to comprehend short lectures in French, and is introduced to the literature of modern France, with increased emphasis upon French civilization.

STAFF

51-52. *Survey of French Literature (6).*

A study of the development of French literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art and national history and culture. Reading of the significant works in every *genre*, as well as background material.

STAFF

53. *Seventeenth Century (3).*

An intensive study of the great age of French classicism, its philosophy and its literature.

MISS HOLGATE

* On duty with the U. S. Navy

54. *Eighteenth Century (3).*

The period of the decline of Absolutism, the rise of the Bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France.

MISS HOLGATE

[55. *French Romanticism (3).*]

A study of the romantic movement in French literature, its decline, and the beginnings of Realism, with special emphasis on poetry and the drama.

MISS MOORE

[56. *French Literature Since 1850 (3).*]

A study of the age of Realism and Naturalism, with attention to the background of the contemporary period in literature, literary criticism, and philosophy.

MISS MOORE

[57. *Development and Structure of the French Language (3).*]

A survey of the historical development of French from Latin, plus a thorough review of the grammar and syntax of modern French. Required of all majors.

MISS MOORE

86. *Materials and Methods of Teaching French (3).*

A study of Realia, texts and methods adapted to high school teaching. Observation in the Raleigh schools and preparation of projects. Recommended for all who expect to teach a modern foreign language.

MISS MOORE

91. *The French Drama (3).*

A rapid and extensive survey of French drama from the Middle Ages to the present. Lectures, readings, and reports. Open to seniors, and to juniors by permission.

MISS MOORE

92. *Prose Fiction (3).*

The novel and short story. Individual reading and research. Open to seniors, and to juniors by permission.

MISS MOORE

SPANISH

1-2. Elementary Spanish (6).

The equivalent of two years of high school Spanish. A course including (1) a functional study of elementary grammar; (2) practical phonetics; (3) graded readings; (4) study of Pan-American relations and our neighbors to the south.

MISS HOLGATE

21-22. Intermediate Spanish (6).

A continuation of Spanish 1-2. Further study of the Castilian language, with as much practical experience in its use as is possible through correspondence and personal contacts. Reading texts from Spanish and Spanish-American literature and periodicals.

MISS HOLGATE

51-52. Survey of Spanish and Spanish-American Literature (6).

Reading of the most important works of Spanish literature, with special emphasis on the Golden Age. Selected readings from outstanding Spanish-American authors. Lectures on literary trends and backgrounds.

MISS MOORE

GERMAN

1-2. Elementary German (6).

A course in beginning German, including a functional study of elementary grammar, pronunciation, graded readings, and an introduction to German civilization.

MR. NANCE

21-22. Intermediate German (6).

A continuation of German 1-2. A course in which the student learns to read intelligently unsimplified German and to comprehend short lectures in German, and is introduced to literary criticism based on the literary art and civilization of Germany.

MR. NANCE

51-52. Survey of German Literature (6).

A study of the development of German literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art and national history and culture. Significant works of every *genre* to be read, as well as background material.

MR. NANCE

Music

HARRY E. COOPER, *Professor*

STUART PRATT, *Associate Professor*

EDGAR H. ALDEN, *Assistant Professor*

BEATRICE DONLEY, *Assistant Professor*

DOROTHY PHELPS, *Instructor*

PHYLLIS WARNICK, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance.

Students who wish to major in any branch of music must demonstrate to the satisfaction of the head of the department that their talent and previous training are such that they are qualified to carry on the work in a satisfactory manner.

Students who cannot meet all the entrance requirements of the college and the department may take work in applied music, but will not receive credit for such work.

Major in applied music (piano, organ, violin, or voice) for the degree of Bachelor of Arts:

Applied music major.....	24 hours
Electives in applied music	6 hours
Theory 1-2	6 hours
Theory 21-23	6 hours
History of Music 23-24.....	6 hours
Form and Analysis 53-54	4 hours
Electives in theory.....	6 hours
Choir	2 hours

Major in Public School Music for the degree of Bachelor of Arts:

Theory 1-2	6 hours
Theory 21-22	6 hours
History of Music 23-24.....	6 hours
Form and Analysis 53-54	4 hours

Methods 85, 86.....	6 hours
Wind Instruments 65	2 hours
String Instruments 66	2 hours
Conducting 97	2 hours
Choir	2 hours
*Piano and voice.....	

Majors in voice, violin, and organ must attain a reasonable proficiency in piano.

Majors in organ should elect: Counterpoint, four semester hours (junior year); and Canon and Fugue, two semester hours (senior year).

A senior recital is required of all majors in applied music.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC

Students who hold the degree of Bachelor of Arts or Bachelor of Science will be granted the degree of Bachelor of Music on meeting the following requirements:

1. Present a total of 45 hours in applied music, at least 36 hours of which must be in one major field of applied music, and play a recital which, in the opinion of the faculty, is worthy of the degree.

2. Complete all theory courses in the following list which have not already been completed:

Theory 1-2.....	6 hours
Theory 21-22.....	6 hours
Music history 23-24.....	6 hours
Form and Analysis 53-54.....	4 hours
Counterpoint 51-52.....	4 hours
Canon and Fugue 98.....	2 hours
Composition 91	3 hours
Development of Symphony 101.....	2 hours
Orchestration 94.....	2 hours
Conducting 97.....	2 hours

Students may elect additional courses in any department if time permits, but will not be required to carry more hours than necessary to meet these minimum requirements.

EQUIPMENT

Seven grand pianos, forty upright pianos, a large three-manual organ, two two-manual organs, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

*Piano and voice must be studied until, in the opinion of the faculty, a reasonable proficiency has been reached. The State Department of Education requires three hours of voice.

STUDENT RECITALS

Student recitals are held bi-weekly, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, or violin will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors.

Majors in Public School Music are expected to appear in one public recital above the level of the student recital.

CONCERTS

The College appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals which music students can usually arrange to attend. There are in Raleigh excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music are active as recitalists, and the faculty concerts given throughout the college year include works from all schools of composition, and are a very important part of the life of the college.

THEORETICAL COURSES

1-2. Theory (6).

Required of freshmen majoring in music.

A course designed to give a thorough grounding in the melodic, harmonic, and rhythmic elements of music through sight-singing, dictation, key-board and written work. The use of the primary and secondary triads studied in four-part harmony.

MISS WAANICK

21-22. Theory (6).

Prerequisite: Theory 2.

Required of sophomores majoring in music.

A continuation of Theory 1-2 with similar procedure. An advanced course studying modulations, seventh chords, chromatic alterations, etc.

MR. ALDEN

23-24. The History of Music (6).

Prerequisites: English 2, History 2, and Music Theory 2. Required of students majoring in music.

The development of musical art from ancient times to the present. The study of music as literature, through the analysis of masterworks.

MR. PATT

26. *Appreciation of Music (3).*

A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors.

MR. ALDEN

51-52. *Counterpoint (4).*

Prerequisite: Theory 22. Required of juniors majoring in organ.

Strict counterpoint in all five species in two, three, and four parts.

MR. ALDEN

53-54. *Form and Analysis (4).*

Prerequisite: Theory 22. Required of juniors majoring in music.

An explanation of design and structure in all types of homophonic music. The phrase, period, song-forms carried through to the sonata.

MR. COOPER

55-56. *Public School Music for Grade Teachers (4).*

A course in fundamentals of voice production and a study of sight singing and methods of public school music needed by the grade-school teacher who does not major in public school music.

MISS DONLEY

57. *The Teaching of Piano (3).*

Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students.

MISS PHELPS

61. *The Teaching of String Instruments (3).*

A short resume of the history of string instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement.

MR. ALDEN

85. *Materials and Methods of Teaching Music in the Grades (3).*

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the various texts in use in the elementary grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year; methods of interesting children in music. Selection and presentation of rote song; the child voice in singing; the unmusical child; introduction of staff notation and the beginning of music reading; directed listening.

MISS WARNICK

86. *Materials and Methods of Teaching Music in the High School (3).*

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the texts in use in the junior and senior high school. The adolescent voice and its care; testing and classification of voices. The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

MISS WARNICK

91. *Composition (3).*

Prerequisite: Counterpoint 52, and Form and Analysis 54.

Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. Two recitations and one conference a week.

MR. ALDEN

94. *Orchestration (2).*

Prerequisites: Harmony 22, Counterpoint 52.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

MR. ALDEN

95a, 96a. *Observation and Directed Teaching in Applied Music (3).*

The work to be done in connection with Theory 57 or 61, under the direction of the professor giving such course. In some cases a limited amount of this credit allowed toward the requirement in directed teaching for the certificate.

95, 96. *Observation and Directed Teaching (3).*

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken.

MISS WARNICK

97. *Conducting (2).*

Required of students majoring in public school music.

Essentials in conducting, baton technique. Practical experience in conducting in the college choir.

MR. ALDEN

98. *Canon and Fugue (2).*

Prerequisite: Counterpoint 52. Required of seniors majoring in organ.

A course touching upon all the complex devices of involved polyphonic music. Double, triple, and quadruple counterpoint.

MR. COOPER

101. *The Development of the Symphony (2).*

Prerequisite: Music History 24 or Music Appreciation 26.

The history of the symphony, with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized.

MR. ALDEN

ENSEMBLE

65. *Wind Instruments (2).*

Required of majors in public school music.

A practical study of the technique of at least two wind instruments. One class lesson and five hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

66. *String Instruments (2).*

Required of majors in public school music. Hours to be arranged.

A practical study of the violin for public school music majors. One class lesson and five hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

67-68. *Ensemble Playing (2).*

A study of the standard ensemble literature open to all qualified students by arrangement with members of the faculty.

STAFF

Choir (1/2 each year).

A requirement for all students majoring in music. An opportunity for studying the best music and for frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day and a concert in the spring.

MR. COOPER

Fee: \$1.00.

Glee Club (1).

An opportunity for studying the best in classic and modern song literature. All members of the Glee Club required to attend all rehearsals and concerts. Spring concert. Membership open to all students through audition with the director.

MISS DONLEY

Fee: \$1.00.

Orchestra (1).

An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting. MR. ALDEN

Criticism Class.

A class meeting once a week in which students criticize one another's work. Attendance required of any student of applied music at the discretion of the teacher. STAFF

APPLIED MUSIC

All courses in applied music require three hours practice per week for each semester hour credit; for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of applied music in any one semester. The work in applied music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

PIANO

MR. PRATT, MISS PHELPS, MISS WARNICK

1-2. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschhorn Op. 66, Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg; and other pieces of similar difficulty.

21-22. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Doring *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 11, Nos. 1 and 2 pieces by MacDowell; Chopin Preludes, Nocturnes, Waltzes; Chaminade, and other composers.

51-52. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

91-92. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes*; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

ORGAN

MR. COOPER

1-2. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

21-22. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilman, Mendelssohn; simpler works of the modern schools; accompanying.

51-52. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas and Concertos*; sonatas by Guilman, Mendelssohn, Borowski, Lemmens, Rheinherger, and others; pieces by classic and modern composers; service playing.

91-92. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

VIOLIN

MR. ALDEN

1-2. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

21-22. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

51-52. Junior Violin.

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

91-92. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

VOICE

MISS DONLEY

1-2. Freshman Voice.

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures; development of freedom of voice; simpler songs from classical and modern composers.

21-22. Sophomore Voice.

Technical work of the freshman year continued; scales, staccato, and legato exercises; English and Italian pronunciation; moderately difficult songs by Schubert, Franz, Ries, Schumann, and American composers; the simpler solos from the oratorios.

51-52. Junior Voice.

More advanced technique and vocalizations; French and German pronunciations; more advanced Schumann and Schubert songs; simple Brahms, Strauss, and representative American composers, such as Griffes, Watts, and Framer; all oratorio repertoire.

91-92. Senior Voice.

Technical work continued; classic and modern opera; advanced song literature.

Physical and Health Education

CHRISTINE WHITE, *Associate Professor*

ELIZA DICKINSON, *Assistant*

ELIZABETH FRANCES CAMERON, *Assistant*

The program of the department of physical and health education is planned (1) to assist the student in developing a positive attitude toward her own health in relation to daily living; (2) to provide activities which will contribute to her growth and development and physical efficiency through a varied program of sports, body mechanics and rhythms; (3) to teach fundamental skills in activities which will contribute to an intelligent use of leisure time; (4) to provide opportunities for the development of qualities of leadership and co-operation.

PHYSICAL EDUCATION

1-2. *Freshman (2).*

Two hours a week for the year.

Each student on entrance presents on blanks furnished by the College a record of her medical history. During the opening weeks examinations are given each student by the College physician and the department of physical education. In addition each new student fills out a questionnaire in which she lists her previous experiences, estimates her abilities and indicates her interests in the various activities offered.

The activity for the fall season is selected from the following: field hockey, beginning and intermediate tennis, volley ball, recreational sports—badminton, bowling, deck tennis, shuffleboard and table tennis. During the winter season participation in body mechanics and fundamental rhythms is required. In the spring archery, recreational sports, softball, volley ball and tennis are offered.

STAFF

5-6. *Body Mechanics for the Individual (2).*

Two hours a week for the year.

Substituted for 1-2, 21-22, 51-52 upon the recommendation of the College physician and the department of physical education. Individual exercise programs are planned, based upon the particular needs of the individual.

STAFF

21-22. *Sophomore (2).*

Two hours a week for the year.

In the fall a student may choose one of the following: archery, field hockey, golf, recreational sports, volley ball, or tennis. In the winter: basketball, English and American country dancing, folk dancing, recreational sports or rhythms. In the spring: archery, golf¹, recreational sports, softball, tennis.

STAFF

¹ Special fee.

51-52. Junior (2).

Two hours a week for the year.

Choice of activities as listed under 21-22.

STAFF

[81. Recreational Activities for the Secondary School (3).]

Practice in skills and in the conduct of group and lead-up games, recreational sports (deck tennis, shuffleboard, table tennis, etc.), social mixers and folk dancing.

MISS WHITE

83-84. The Teaching of Team and Individual Sports (6).

Methods of teaching and lesson planning for the following: basketball, softball, soccer, speedball, archery, badminton and tennis. Practice will be given in officiating in team sports, and students will have the opportunity of assisting in the activities of the Athletic Association and the Department of Physical Education.

A playing knowledge of at least one individual and two team sports is advisable.

MISS WHITE

86. Principles and Methods in Physical Education for the Elementary School (3).

The field of physical education is presented in relation to the total elementary school program. Practice is given in a wide range of suitable activities in addition to the consideration of principles, methods and general program planning. May be substituted for 52 with permission of instructor.

MISS WHITE

88. The Organization and Administration of Physical and Health Education in the Secondary School (3).

Planning the curriculum for rural and city schools; principles, standards, and safeguards for girls' activities; organization of intramural tournaments, field days and sports days; the conduct of recreational activities.

MISS WHITE

HEALTH EDUCATION

1-2. Freshman (2).

One hour a week for the year.

This course is devoted to a consideration of health problems as shown by the findings of the examinations of the College physician and the department of physical education, together with topics for discussion based on the problems and interests of the individual student. An attempt is made to provide a positive program of health instruction and guidance so that the student may

better understand the body as a functioning organism and develop understandings and appreciations which will contribute to a well-balanced program of individual and community living.

STAFF

82. The Teaching of Health and Safety in the Secondary School (3).

This course will include not only general principles and methods, but also the study of school health problems, communicable diseases, safety and First Aid. (Additional practice hours will be given for those who wish to complete work for Red Cross First Aid Certificate).

MISS WHITE

85. Principles and Methods in Health Education for the Elementary School (3).

A study of the aims, methods and materials of health teaching in the elementary schools.

MISS WHITE

Physics

J. GREGORY BOOMHOUR, *Professor*

1-2 General Physics (6).

Two hours lecture and three hours laboratory.

A study of the elementary and fundamental principles of physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. The use of trigonometry and logarithms required.

MR. BOOMHOUR

4. Physics (2).

Extension of Physics 1-2 for those who need eight semester hours of physics.

Application of physics to scientific studies, discussions of problems and methods employed in technical work, recent theories in physics. To be taken concurrently with Physics 2.

MR. BOOMHOUR

21. Household Physics (3).

Special attention given to the construction and operation of household appliances, including heating and ventilation systems, refrigeration, illumination. Experiments in measurements, mechanics, magnetism, electricity, sound and light included in the laboratory work.

MR. BOOMHOUR

Psychology and Philosophy

HAROLD GRIER McCURDY, *Associate Professor*

Majors are required to take Psychology 21, 22, and one course in Philosophy, plus nine additional hours of work in the Department.

PSYCHOLOGY

21. *General Psychology (3).*

An introductory survey of some general facts of human experience and behavior. MR. McCURDY

22. *General Experimental Psychology (3).*

A closer examination of general psychology, emphasizing the experimental approach. Two hours of laboratory weekly. MR. McCURDY

51. *Abnormal Psychology (3).*

A study of the symptoms and causes of mental breakdown, and related phenomena. MR. McCURDY

56. *Social Psychology (3).*

An analysis of social organization as exhibited in animal and human societies. MR. McCURDY

58. *Personality (3).*

A study of the human individual as a dynamic whole. MR. McCURDY

PHILOSOPHY

21. *History of Ancient and Medieval Philosophy (3).*

An introduction to the Western tradition in philosophy, from Thales to St. Thomas Aquinas. MR. McCURDY

22. *History of Modern Philosophy (3).*

A continuation of the above, from the revolt against scholasticism to the present day. MR. McCURDY

53. *Plato (3).*

An intensive study of the Dialogues. MR. McCURDY

Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

G. NORMAN PRICE, *Assistant Professor*

1-2 or 21, 22 prerequisite to all other courses in Religion.

Requirements for a major in religion: Eighteen to twenty-four additional hours. Prospective teachers of religion shall include in their major 51, 52 and 59. Students who plan to become denominational workers in local churches or associations shall include in their major 41, 42 and 45.

1-2. Old and New Testament History (6).

MR. PRICE

21. Hebrew History and Prophecy (3).

The course of Hebrew history traced from its national beginnings to the time of Jesus. Special attention given to the work of the prophets.

MR. FREEMAN

22. New Testament History (3).

MR. FREEMAN

41. Religious Education in Theory and Practice (3).

A brief introduction to religious education; a brief survey of Baptist principles; methods of promoting efficiency of local churches; organization and methods of B.T.U., W.M.U., V.B.S.; religious surveys, enlistment, evangelism, and the social side of church life. Approved students with high scholastic standing allowed to do some field work in cooperation with State Board agencies.

MR. PRICE

44. Baptist History and Doctrines (3).

After a brief study of New Testament Christianity and a glimpse of changes that came later, the rise and progress of the Baptist denomination are traced. Special attention is given to developments in American Baptist Missions, and present Baptist beliefs.

MR. FREEMAN

51. The Bible as Literature (3).

The various types of Biblical literature studied and compared with corresponding extra-biblical material, with the aim of discovering the literary beauty and the spiritual values of the Bible.

MR. FREEMAN

52. History of the Bible (3).

In a general way, the history of the Bible as a book from its composition to the present. A study of the origin of the various writings, how they became a Bible; the transmission of the Bible in original languages; the great translations; and its influence on religion, morals, arts, literature, and social institutions.

MR. FREEMAN

[57. *History of Religion (3).*]

The most important religions of the past and present studied and compared to see their relations to one another and their distinctive features.

MR. FREEMAN

[58. *History of Christianity (3).*]

The course of Christian history traced, with emphasis on the development of doctrine, worship, religious institutions, and political and social influence.

MR. FREEMAN

59. *Moral and Social Ideals of the Bible (3).*

The moral and social teachings of the Bible studied with special reference to their bearing on present social conditions.

MR. FREEMAN

60. *Religious Problems (3).*

A consideration of several of the most important doctrinal and practical problems facing religion today.

MR. FREEMAN

Sociology, Economics, and Geography

ELLEN WINSTON, *Professor*

MELVILLE IVEY, *Instructor*

Requirements for a major in Sociology: Eighteen to twenty-four semester hours.

Requirements for a major in Economics: Fifteen hours in Economics and additional hours to be elected from Business 61, 62, 65, 68.

SOCIOLOGY

21. *Principles of Sociology (3).*

Prerequisite to all other sociology courses. A general introduction to the field of sociology.

STAFF

22. *Social Problems (3).*

A study of adjustment problems of individuals in contemporary society.

STAFF

51. *Race Problems (3).*

Analysis of race problems in the United States, with especial reference to the Negro.

MRS. WINSTON

52. *Crime (3).*

Crime and punishment. A study of the factors associated with criminal behavior and methods of dealing with it. MRS. WINSTON

61. *Rural Sociology (3).*

The effects of rural life upon personality and culture. Rural social problems. Rural-urban interrelations. MRS. WINSTON

62. *Population Problems (3).*

A study of the problems of quality and quantity of population, and social and economic aspects of current population trends. MRS. WINSTON

[64. *Introduction to Social Work (3).*]

A pre-professional course to introduce the student to the field of social work. MRS. WINSTON

[66. *Regional Sociology of the South (3).*]

A brief survey of the development of ecological, economic, and cultural patterns in the southeastern states. Emphasis upon the distribution, utilization, and conservation of natural and human resources of the South as compared with other regional areas. MRS. IVEY

92. *The Family (3).*

The social history of the family; marriage and family adjustment; family relationships; social change and problems of the modern family. MRS. WINSTON

93, 94. *Directed Individual Study (6).*

Research and study in a special field outside the regular departmental offerings. Open by permission of the head of the department to senior major students who meet the college requirements for individual study.

MRS. WINSTON, MRS. IVEY

97. *Introduction to Social Research (3).*

A survey of the general field of sociological research. Methods of developing studies and analyzing sociological data. MRS. WINSTON

ECONOMICS

21, 22. *Principles of Economics (6).*

A general introduction to the field of economics.

MRS. IVEY

[24. *Economic History (3).*]

MR. RILEY

63. *Economics of Consumption (3).*

An analysis of consumption problems in relation to economic principles. Practices and policies affecting consumer wants. Effects of a war-time economy upon consumption.

MRS. WINSTON

66. *Labor Economics and Labor Problems (3).*

An analysis of American labor in a changing economic and social order. Special emphasis upon trends in employment, labor organizations, and standards in relation to scientific management, state and federal labor legislation, and problems of workers in the war-time economy.

MRS. IVEY

GEOGRAPHY

21. *Principles of Human Geography (3).*

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

MRS. IVEY

22. *Geography of North America (3).*

Each of the natural divisions of the continent studied with regard to its physical features, resources, and economic activities.

MRS. IVEY

DEGREES CONFERRED IN 1942

Adams, Ruth Elizabeth, A.B.....	Mayodan
Anderson, Betty Lou, A.B.....	Fair Bluff
Askew, Mildred Bernice, A.B.....	Raleigh

Barrow, Lucy Anne, A.B.....	Jackson
Baucom, Clee Ola, A.B.....	Monroe
Beale, Dorothy Glenn, A.B.....	Norfolk, Va.
Beddingfield, Rebecca Ann, A.B.....	Cary
Betts, Helen Jackson, A.B.....	Raleigh
Bivens, Lillian Louise, A.B.....	Wingate
Bordeaux, Doris Jane, A.B.....	Wallace
Brooks, Ruby Hayes, A.B.....	Raleigh
Brown, Ethel Louise, A.B.....	Greensboro
Buchanan, Frances Louise, A.B.....	Laurinburg
Bunn, Margaret Kemp, A.B.....	Middlesex
Burnett, Cora Lee, A.B.....	Wilmington
Byrd, Nettie Lewis, A.B.....	Durham
Blanchard, Marian Louise, A.B.....	Hobbsville

Caison, Annie Ruth, A.B.....	Roseboro
Calloway, Nancy Lee, A.B.....	Concord
Canaday, Viola Mary Ann, A.B.....	Raleigh
Carroll, Nancy Patricia, B.S.....	Charlotte
Chapman, Kathryn Ellen, A.B.....	Richmond, Va.
Chesson, Lillie Marie, A.B.....	Rocky Mount
Chiffelle, Catherine, A.B.....	Slatersville, R. I.
Clingan, Marian Leota, A.B.....	Covington, Va.
Coleman, Mary Elizabeth, A.B.....	Boykins, Va.
Cooper, Mary Frances, A.B.....	Raleigh
Craig, Ruby Tilson, A.B.....	Raleigh
Crissman, Ruth, A.B.....	Macon

Daniel, Rowena Fleming, A.B.....	Henderson
Davis, Addie Elizabeth, A.B.....	Covington, Va.
Denning, Annie Lou, A.B.....	Dunn
Dickie, Louise Macon, A.B.....	Henderson
Dowell, Martha Florence, A.B.....	Raleigh
Duncan, Mary Lily, A.B.....	Raleigh

Fanne, Gretchen Eloise, A.B.....	Scotland Neck
Flythe, Ellen Ann, A.B.....	Jackson
Foster, Frances DeWitt, A.B.....	Raleigh
Franke, Virginia Mae, A.B.....	Raleigh
Fulton, Rachel May, A.B.....	Winston-Salem
Futrelle, Mildred Loder, A.B.....	Murfreesboro

Garner, Ila Elizabeth, A.B.....	Winston-Salem
Garriss, Eloise Huff, A.B.....	Pikeville
Gatlin, Mary Helen, A.B.....	Raeford
Geer, Lunelle, A.B.....	Morehead City
Gibbs, Eleanor, A.B.....	Seven Springs
Gilliland, Virginia, A.B.....	Macon
Greene, Dora Virginia, B.S.....	Shelby
Grice, Eva Mae, A.B.....	Durham
Harrell, Bertha Marie, A.B.....	Stantonsburg
Harrell, Eleanor Gertrude, A.B.....	Burgaw
Herring, Cornelia Elizabeth, A.B.....	Zebulon
Hill, Hettie Claire, A.B.....	Youngsville
Hine, Margaret Eloise, A.B.....	Winston-Salem
Holloway, Mary Elizabeth, A.B.....	Durham
Hooke, Annis Hines, A.B.....	Raleigh
House, Dorothy Irene, A.B.....	High Point
Howard, Edna Mack, A.B.....	Roseboro
Howell, Sarah Elizabeth, B.M.....	Greenville
Jackson, Mary Susan, A.B.....	Raleigh
Jeffreys, Vivien Lee, A.B.....	Hamlet
Johnston, Nancy Lois, A.B.....	Winston-Salem
Jones, Peggy Royster, B.S.....	Raleigh
Justice, Alice Flack, A.B.....	Rutherfordton
Justice, Sara Margaret, A.B.....	Charlotte
Kerr, Eliza Katherine, A.B.....	Yanceyville
Kivett, Madeline Evridge, A.B.....	Statesville
Lancaster, Virginia Mae, A.B.....	Sharpsburg
Lane, Dorothy Glenn, A.B.....	Raleigh
Lanier, Mary Margaret, A.B.....	Buies Creek
Lassiter, Josie Elizabeth, A.B.....	Potocasi
Lawrence, Margaret Edwina, A.B.....	Elkin
MacLeod, Isabelle, A.B.....	Lumberton
McGougan, Virginia Dare, A.B.....	Tabor City
McIntyre, Elizabeth Joyce, A.B.....	Charlotte
McLamb, Eula Pearl, A.B.....	Clinton
Martin, Margaret Eugenia, A.B.....	Mount Olive
Motley, Myra Sherman, A.B.....	Fuquay Springs
Motsinger, Ruth, A.B.....	Winston-Salem
Nuckols, Nancy Rebecca, A.B.....	Louisville, Ky.

Olive, Martha Livingstone, A.B.	Wade
Page, Alice Annette, A.B.	Morrisville
Page, Nauwita Barbara, A.B.	Morrisville
Parker, Elizabeth Frances, A.B.	Raleigh
Parker, Gwendolyn Copeland, A.B.	Woodland
Pearce, La Rue, A.B.	Zebulon
Perry, Celeste McEachern, A.B.	Raleigh
Peterson, Myrtie, A.B.	Clinton
Porter, Cathryn Ann, A.B.	Rockingham
Porter, Sarah Hendry, A.B.	Raleigh
Powell, Mary Hester, A.B.	Warsaw
Powell, Miriam Geraldine, A.B.	Raleigh
Proctor, Marie Jenois, A.B.	Lincolnton
Pruitt, Adelyn Amelia, A.B.	Hickory
Pruitt, Elizabeth Gunter, A.B.	Hickory
Rhea, Marjorie, A.B.	Kings Mountain
Rodwell, Sue Walker, A.B.	Charlotte
Rogers, Ailcen Elizabeth, A.B.	Wake Forest
Roland, Dorothy Belle, A.B.	Wilmington
Rowland, Ethel M., B.S.	Raleigh
Sawyer, Janie Bryan, B.S.	Sanford
Snipes, Mary Louise, A.B.	Woodland
Stafford, Edith Virginia, A.B.	Hamlet
Stevens, Lillian Ethelene, A.B.	Raleigh
Stroup, Nancy Frances, A.B.	Denton
Swann, Mary Rachel, A.B.	Statesville
Thomas, Mildred Frances, A.B.	Durham
Tucker, Elizabeth Carlton, A.B.	Winston-Salem
Truslow, Margaret Cutliff, A.B.	Raleigh
Wall, Sara Pauline, A.B.	Mars Hill
Ward, Mildred Marie, A.B.	Williamston
White, Mary Ormond, A.B.	Raleigh
Williford, Mary Cooke, A.B.	Aulander
Wyatt, Annie Catherine, A.B.	Raleigh
Wyche, Letha Jane, A.B.	Hallsboro
Yelverton, Nina Estelle, A.B.	Fountain

REGISTER OF STUDENTS

Seniors

Ailstock, Marjorie Virginia.....	Covington, Va.
Alexander, Grace Belle.....	Goldsboro
Allen, Carolyn	Cherryville
Allen, Madge Leona.....	Forest City
Auman, Rosalie Yow.....	Seagrove
Bagnal, Suzanne.....	Winston-Salem
Bailey, Virginia Carolyn.....	Chadbourn
Barefoot, Catherine.....	Wade
Barger, Willie Morrison.....	Mooreville
Baucom, Joyce Melba	Apex
Baugh, Mattie Irene.....	Durham
Best, Helen Marsh.....	Warsaw
Boone, Dorothy Belle.....	Tampa, Fla.
Boone, Louise Vann.....	Winton
Bowers, Evelyn Eloise.....	Sanford
Brooks, Betty Carlyle	Raleigh
Brownlee, Elizabeth Hayward	Worcester, Mass.
Bryant, Mary Agnes.....	Lasker
Bullard, Mary Shannon	Raleigh
Bunker, Adelaide Angell.....	Mount Airy
Byrd, Marian	Durham
Byrum, Virginia Campbell.....	Edenton
Carver, Hazel Elizabeth.....	Roxboro
Chandler, Fay	Winston-Salem
Chappell, Margaret Lorraine.....	Mount Airy
Charles, Frances Adelaide.....	Winston-Salem
Clarke, Kathleen Emerson.....	Severn
Claussen, Catherine Christina	Charleston, S. C.
Cline, Dartha Dorris.....	Shelby
Coleman, Elizabeth Hicks.....	Rocky Mount
Comer, Mary Frances	Cherokee
Cook, Helen Royal	Salemburg
Couch, Geraldine.....	Elkin
Crocker, Frances Louise.....	Cary
Creech, Iris Culler	High Point
Crutchfield, Jennie Freeman	Woodsdale
Davis, Nancy Victoria.....	Winston-Salem
Diaz, Jessie	Santurce, Puerto Rico
Dillon, Evelyn Hall	Goldsboro
Dixon, Anna Ruth.....	Siler City
Duke, Rowena Carolyn.....	Henderson

Edwards, Marylisbeth.....	Kinston
Finney, Audria Kerman.....	Elkin
Gaskia, Erleen Grace.....	Albemarle
Gilbert, Annie Lide.....	Bolivia
Green, Margaret Elizabeth.....	Lexington
Grimes, Lois Evelyn	Asheboro
Gulley, Sheila Moffat.....	Alexandria, Va.
Hampton, Laura Evelyn.....	Winston-Salem
Hardison, Anna Gertrude	Greenville
Haynes, Rose Marie.....	Clyde
Haywood, Nancy Lucille.....	Mount Gilead
Henderson, Mary Elizabeth.....	Hickory
Hewett, Flora Belle.....	Washington
Hicks, Willie Lee.....	Raleigh
Hill, Mary Lassiter.....	Albemarle
Holland, Grace.....	Salemburg
Hopkins, Theda Roxie.....	Creswell
Huffman, Evelyn Blanche.....	Raleigh
Huggins, Minnie Morris.....	Raleigh
Jackson, Sarah Greenwood	Mount Airy
Johnson, Gretchen Pauline	Magnolia
Joyner, Willa Lee.....	Elm City
Kerr, Mary Frances.....	Yanceyville
Kirby, Mary Elizabeth.....	Raleigh
Knight, Ione Kemp.....	Madison
Knowles, Elizabeth Dixon	Rocky Mount
Lassalle, Evelyn	New York City, N. Y.
Lee, Virginia Louise.....	Raleigh
Lovelace, Rachel Margaret.....	Canton
McClure, Bettye Lou.....	Shelby
McDaniel, Jeannette.....	Jackson
McNeill, Elizabeth	Elkin
Meads, Emma Lee.....	Weeksville
Mills, Margaret Farrar	Apex
Minshew, Ann Lilbourn	Boykins, Va.
Mull, Sara Hoyle	Shelby
Nordan, Sophronia Jordan	Smithfield

Olive, Florence Beverly.....	Wade
Ott, Mary Louise.....	Raleigh
Pair, Elsie Lee.....	Knightdale
Penland, Vinita Jane	Burnsville
Phillips, Nina Louise.....	Toecane
Prevatte, Betty Rose	Lumberton
Putnam, Frances Rebekah.....	Shelby
Reid, Vera Pauline.....	Franklin
Riggs, Dorothy Frances.....	Raleigh
Riggs, Elizabeth Brinkley.....	Durham
Roberson, Margaret	Mount Airy
Sannella, Rosalind	Raleigh
Sawyer, Mary Louise.....	Elizabeth City
Searborough, Helen Virginia.....	Bishopville, S. C.
Smith, Hazelene.....	Wagram
Smith, Maxine	Bowling Green, Fla.
Sowers, Gracie	Lexington
Stewart, Hazel Louise.....	Lillington
Sutton, Nancy Kathryn.....	Monroe
Thomas, Betty Hunt.....	Statesville
Thompson, Kathleen Ball.....	Raleigh
Thorne, Beryl Margaret.....	Lake View, S. C.
Thorne, Betty Ruth.....	Lake View, S. C.
Tingley, Lytton	Thomasville
Turner, Winnie Davis.....	Hamlet
Ward, Marguerite Ernestine.....	Hertford
Warren, Helen Frances	Dunn
Watson, Gloria	Greensboro
White, Ann Carolyn.....	Wilmington
Wilson, Sidney Ann.....	Raleigh
Winstead, Dorothy Mae.....	Elm City
Wyatt, Mary Frances	Winston-Salem
Yates, Ruby Lee.....	Chadbourn

Juniors

Anderson, Gloria Mae.....	Asheboro
Arnsdorff, Dorothy	Savannah, Ga.
Ayers, Virginia.....	Toccoa, Ga.

Baker, Helena Chapman.....	Norfolk, Va.
Baker, June le Tell.....	Delmar, Del.
Baucom, Barbara Lee.....	Apex
Branch, Avis Kathaline.....	Emporia, Va.
Brewer, Georgie Sears.....	Pittsboro
Brewer, Margaret Linda.....	Kinston
Brunt, Cornell.....	Winston-Salem
Bryan, Julia Margrette.....	Garner
Bullock, Dae Steele.....	Fairmont
Burchette, Dorothy.....	Winston-Salem
Carlton, Mary Eloise.....	Burgaw
Carpenter, Katie.....	Morrisville
Carr, Lillian Ethelcen.....	New Hill
Chiffelle, Genevieve.....	Slatersville, R. I.
Colvard, Mildred Louise.....	Rockingham
Creech, Ruth Carolyn.....	Clayton
Creech, Elva Louise.....	Ahoskie
Crump, Mary Susan.....	Wagram
Duckworth, Margaret Ball.....	Asheville
Farmer, Fannie Memory.....	Raleigh
Forbes, Elsie Mae.....	Shawboro
Futrelle, Addie Lena.....	Pine Level
Gattis, Martha La Monna.....	Burlington
Gould, Martha Lindsey.....	Raleigh
Gower, Minnie Lou.....	Clayton
Green, Charlotte.....	Ogbomosho, Nigeria, West Africa
Hamrick, Doris Louise.....	Winston-Salem
Harris, Annie Richie.....	Raleigh
Holder, Oneta.....	Lillington
Hollis, Margaret.....	Laurinburg
Hoover, Julia Alyce.....	Crouse
Jennette, Mildred Brown.....	Raleigh
Johnson, Grace.....	Wallace
Johnson, Mary Elizabeth.....	Fair Bluff
Jones, Doris Woody.....	Roxboro
Knott, Helen Ruth.....	Wendell
Kramer, Ann Ray.....	Elizabeth City

Lassiter, Margaret Leigh.....	Raleigh
Latta, Madeline Hall.....	Hillsboro
Leary, Doris Jean.....	Edenton
McNeely, Mary Sue.....	Arlington, Va.
McPheeters, Marjorie Anne.....	Mars Hill
Maness, Rebecca	Buies Creek
Matthews, Annie Mary.....	Laurinburg
Melvin, Mollie Olivia.....	Kerr
Melvin, Virginia Greenwood.....	Raleigh
Middleton, Rea Beverette	Raleigh
Miller, Elizabeth Jane.....	Irvington, N. J.
Mills, Elizabeth Gertrude.....	Leland
Moore, Frances McKenzie.....	Kinston
Moore, Sara Hope.....	Marshville
Odom, Jane Carolyn.....	Maysville, Ky.
Outlaw, Sadie Rouse.....	Seven Springs
Parrott, Mary Elizabeth.....	Henderson
Powell, Catherine Maynard.....	Wallace
Purvis, Rosetta Florence.....	Westfield, N. J.
Rankin, Valleria Page.....	Richmond, Va.
Rautenstrauch, Ruth Purdy.....	Raleigh
Savage, Hannah May	Ahoskie
Senter, Mary Ellen.....	Raleigh
Shields, Ione Kitchin.....	Scotland Neck
Shumaker, Frances Mozelle.....	Raleigh
Silver, Mary Margaret.....	Shelby
Sinclair, Olene.....	Clinton
Small, Miriam Viola.....	Albemarle
Sorrell, Mary Eunice.....	Dunn
Stanley, Dorcas.....	Smithfield
Stewart, Elsie Reaves.....	Lillington
Taylor, Etta Powell.....	Whitakers
Tillery, Ila	Hot Springs
Todd, Hazel.....	Loris, S. C.
Tulburt, Vivian Geraldine.....	Miller's Creek
Turner, Dorothy Ethel.....	Erwin
Valentine, Marjorie Jeanette.....	Raleigh
Vereen, Eleanor Clara.....	Raleigh

Webb, Margaret Jessie.....	Greensboro
Westby, Virginia Habberstad.....	Raleigh
White, Annie Merle.....	Wilmington
White, Ellie Mae.....	Hertford
Whitehurst, Elizabeth	Elizabeth City
Wilburn, Carolyn Cooper.....	Greenville, S. C.
Wilkerson, Mary Elizabeth.....	Willow Springs
Woodard, Betty Lurlyne.....	Castalia
Woodward, Nathalie Salley.....	Anderson, S. C.
Wrenn, Mary Elizabeth.....	Wise, Va.
Wyman, Ruth Elizabeth.....	Raleigh
Yates, Sarah Elizabeth.....	Kannapolis

Sophomores

Allen, Evalyn Elizabeth.....	Wadesboro
Baker, Mary Rachel.....	Pageland, S. C.
Barden, Annie Catherine.....	Rose Hill
Bass, Carolyn Annette.....	Rocky Mount
Beckwith, Annie Helen.....	Fayetteville
Britt, Veronica.....	Clarkton
Bryant, Mary Elizabeth.....	Durham
Bryson, Ethyleen	Raleigh
Caison, Alice Highsmith.....	Roseboro
Cash, Janie Mary	Oxford
Cline, Lillian	Shelby
Corbett, Mary Elizabeth.....	Fayetteville
Curran, Mary Washington	Northside
Cuthrell, Betty Bland.....	Lexington
Davis, Dayre Middleton.....	Norfolk
Dawkins, Geraldine.....	Raleigh
Dickinson, Shirley Stone.....	Leaksville
Dillon, Mary Isabel.....	Lexington
Dowell, Elizabeth Lynwood	Raleigh
Early, Harriet	Aulander
Edinger, Lois Virginia.....	Thomasville
Ferguson, Nelda Mae.....	Durham
Fitzgerald, Durema	Raleigh
Fleischmann, Jeanne Marie	Raleigh
Futrelle, Fanny Belle.....	Emporia, Va.

Gibbs, Hilda.....	Seven Springs
Gilkeson, Doniphan.....	Fisbersville, Va.
Glover, Cleo Cornelia.....	Zebulon
Griggs, Cornelia Brooks.....	Wadesboro
Hampton, Mary Evelyn.....	Rutherfordton
Hines, Margaret Louise.....	Roanoke Rapids
Hinton, Genevieve.....	Apex
Hoggard, Eileen.....	Aulander
Jeffreys, Martha Tharrington.....	Hamlet
Johnson, Irene Elizabeth.....	Smithfield
Jones, Caroline	Winston-Salem
Jones, Geraldine.....	Clayton
Jordan, Margaret	Raleigh
Kenyon, Carolyn Gray.....	Raleigh
King, Mollie Ruth.....	Wilmington
Lassiter, Helen Rebecca.....	Potecasi
Liles, Hortense.....	Goldsboro
Loflin, Eleanor.....	Kinston
Long, Margaret Josephine.....	Shelby
Lutz, Betty Ann.....	Shelby
McDaniel, Laura Ellen.....	Kinston
McIntyre, Mary Catherine.....	Charlotte
McMillan, Betsy Barbara.....	Raleigh
Marks, Emily Dale.....	Whitakers
Marley, Rebecca	Cary
Mayfield, Bobby Ruth.....	Monroe
Maynard, Carol Elizabeth.....	Chapel Hill
Mills, Mary Helen.....	Raleigh
Mims, Cornelia Park	Raleigh
Moore, Mary Elizabeth.....	Raleigh
Murray, Martha Elizabeth.....	Burgaw
Nance, Mary Lou.....	Portland, Penn.
Nance, Priscilla Claire.....	Raleigh
Norville, Lucye	Richmond, Va.
Olive, Emily Louise	Raleigh

Peck, Laura Frances.....	Albemarle
Pegram, Jean Bradshaw.....	Raleigh
Perkins, Annie Wray.....	Roxboro
Phillips, Iris.....	Cary
Pitman, Margery Edna.....	Fairmont
Ray, Evelyn Mac.....	Whitakers
Sanderson, Verna Louise.....	Lumberton
Shealy, Dorothy Jacobs	Raleigh
Snow, Laura Frances.....	McAdenville
Southerland, Emma Catherine.....	Wallace
Strole, Rachel Estella.....	Chadbourn
Swain, Margaret Lois.....	High Point
Thornton, Mildred Cain.....	Garden City, Long Island, N. Y.
Toms, Anna Lou.....	Shelby
Tulburt, Doris Dean.....	Millers Creek
Ward, Hattie Griffin.....	Williamston
Walson, Betsy Ellen.....	Fayetteville
Weathers, Margaret Lenoir.....	Fuquay Springs
Webb, Martha Christine.....	Mount Airy
Williams, Ruth Joyce.....	Burlington
Williamson, Mary Jo.....	Raleigh
Wilson, Hilda Louise.....	Hallsboro
Zentz, Ruth Virginia	Baltimore, Md.

Freshmen

Abernathy, Barbara Dean	McAdenville
Allen, Janie Sue	Cherryville
Allen, Roxie Mildred	Creedmoor
Bagwell, Frances	Raleigh
Banks, Mary Elizabeth	Apex
Barnes, Rebecca	Black Creek
Bedon, Helen Davie	Miami, Fla.
Blackman, Mildred	Honolulu, Hawaii
Blum, Marjorie Fleming	Middleburg
Boling, Dorothy	Fayetteville
Bowman, Doris Gene	Raleigh
Britt, Isabel Rose	Cary

Britton, Mary Frances	Ahoskie
Brooks, Jean Allen.....	Kinston
Bruton, Dorothy Mae	Raleigh
Carter, Amy June.....	Winston-Salem
Cash, Vistula Meredith	Charlotte
Cashwell, Barbara	Lumberton
Chesson, Iva Jean	Roper
Chiffelle, Ethel	Slatersville, R. I.
Clayton, Mary Josephine.....	Millersville, Md.
Cotton, Elizabeth	Poplar Branch
Crain, Helen Frances	Clarksville, Va.
Craven, Francella	Mooreville
Culberson, Amy	Asheville
Daniel, Frances	Spring Hope
Davis, Jean	Selma
Davis, Mary Elizabeth	Wadesboro
Davis, Mary Harriett	Winston-Salem
Dean, Anne Lewis.....	Louisburg
Deaton, Betty Lou	Raleigh
Delbridge, Aliee	Spring Hope
Donley, Betty Jean	Davistown, Pa.
Dorsett, Josephine	Siler City
Downing, Gloria	Raleigh
Eatman, Jewell	Raleigh
Evans, Helen Elizabeth	Milltown, N. J.
Ferguson, Mary Carolyn.....	Raleigh
Ferrell, Marilyn	Kinston
Fishel, Eloise	Oxford
Fitzgerald, Eva Marie	Pinehurst
Foster, Emma Charles.....	Elkin
Frink, Hilda	Clarendon
Gilbert, Mildred Lee.....	Bolivia
Goodwin, Hazel Norris.....	Raleigh
Haithecock, Helen	Millbrook
Hall, Deleano	Burlington
Hall, Helen	Raleigh
Harris, Naney Baldwin	Norwood
Hatch, Betsy	Pittsboro
Haynes, Jean Porter	Clyde
Haywood, Mary Carolyn.....	Florence, S. C.

Holder, Mary Lee.....	Garner
Holt, Betsy Jean.....	Raleigh
Hoyle, Viola May.....	Henderson
Hughes, Josephine.....	Greer, S. C.
Hurst, Iva.....	Pittsboro
Hyatt, Jewel Clay.....	Goldsboro
Johnson, Betsy Ross.....	Clayton
Johnson, Ellen Katherine.....	Enfield
Johnson, Hazel Lassiter.....	Smithfield
Jones, Doris Marie.....	Cary
Jones, Myra Harton.....	Rose Hill
Kambis, Alexandra.....	Elizabeth City
Kambis, Juliette.....	Elizabeth City
Kitchin, Maria Arrington.....	Scotland Neck
Klutz, Mary Ella.....	Newton
Knott, Emily Hayward.....	Kinston
Krahnke, Gwendolyn Elizabeth.....	Iceland
Lambert, Mary Dell.....	Carthage
Lancaster, Mildred.....	Bolivia
Lane, Rebecca.....	Raleigh
Lassiter, Emily Lloyd.....	Potocasi
Ledford, Florine.....	Raleigh
Lee, Flora Ann.....	Raleigh
Lee, Mitchell.....	Varina
Leonard, Charlotte.....	Lexington
Lewis, Mary Hildred.....	Middlesex
Lewis, Willa Grey.....	High Point
Lineberry, Lillian.....	Raleigh
Little, Evelyn Thain.....	Smithfield
Long, Melba LeGrand.....	Durham
McLawhorn, Patsy Jane.....	Winterville
McLendon, Anne.....	Lexington
Majette, Peggy.....	Grimesland
Matthews, Julia Carmen.....	Cary
Midgett, Annie Lee.....	Staten Island, N. Y.
Miller, Elva Glenn.....	Hamlet
Morehead, Rosemary.....	St. Pauls
Nelson, Mary Kathryn.....	Conway
Newman, Daisy Elizabeth.....	Sumter, S. C.
Oliveira, Eula Frias.....	Providence, R. I.

Petters, Catherine	Chimney Rock
Pierce, Gertrude White	Hallsboro
Poplin, Lillian Tucker	Ronda
Powers, Kathleen	St. Pauls
Pridgen, Hannah Louise	Warsaw
Redwine, Connie	Raleigh
Reid, Katherine Rebecca	Warrenton
Roddick, Katherine Smith	Winston-Salem
Sawyer, Elizabeth	Elizabeth City
Severn, Billie	Brigantine, N. J.
Shelton, Elizabeth	Washington
Shuffler, Marie	Raleigh
Smith, Annie Laurie	Wagram
Smith, Annie Mae	Selma
Sowers, Frances	Jonesboro
Spencer, Ruby Lee	Ayden
Stephens, Helen Ruth	Boardman
Stevens, Mary Barbara	Raeford
Stone, Dorothy Lee	Morrisville
Summers, Mabel Miller	Bardstow, Ky.
Thompson, Doris Louise	Fairmont
Thompson, Nellie Ray	Mt. Olive
Tippett, Dorothy	Raleigh
Turner, Mary Alice	Hamlet
Turner, Mary Gertrude	Erwin
Utley, Jessie Bell	Pittsboro
Wallace, Frances Estelle	Jamesville
Watkins, Sarah Frances	Troy
Watkins, Jane Merritt	Durham
Wethington, Mary Lee	Grifton
White, Alma Jean	Colerain
White, Lovie Ruth	Hohgood
Whitley, Daphne	Goldsboro
Williams, Miriam La Vee	Kenly
Wilson, Catherine Shannon	Louisburg
Wilson, Mary Elizabeth	Hurdle Mills
Witmer, Jacqueline Ann	Cary
Wood, Lois Evelyn	Andrews
Wood, Magdalene Dee	Castalia
Wyche, Amy McBryde	Hallsboro

Part-Time Students

Blalock, James Emory	Stem
Buie, J. R.	Raleigh
Campbell, Virginia	Raleigh
Cassatt, Anna	Raleigh
Childress, Dorothy Mae	Raleigh
Copley, Ann	Raleigh
Estes, Dayton	Raleigh
Everett, Betty Ann	Raleigh
Godwin, Mary Magdalene	Ahoskie
Hamrick, Martha	Raleigh
Healy, Marion	Raleigh
Henriksen, Mrs. Harold E.	Denmark, S. C.
Huneycutt, Mary Orr	Raleigh
Huneycutt, Sally Ann	Raleigh
Hurwitz, Shirley Reva	Raleigh
Kovac, Theodora	Raleigh
Kuettner, Robert	Raleigh
Martin, Mary	Raleigh
Mason, Marie	Raleigh
Morrison, Frances Cox	Raleigh
Nowell, Vivian Estelle	Wendell
Pearse, Mary Barbara	Raleigh
Penny, Jean Wilnot	Raleigh
Pizer, Shirley	Raleigh
Robertson, Mrs. H. B.	Raleigh
Satterfield, Margaret	Raleigh
Satterfield, Mary	Raleigh
Siddell, Bill	Raleigh
Snodgrass, Pattie Orr	Raleigh
Spencer, Elizabeth	Raleigh
Utley, Wilhelmina	Raleigh
West, Mary Evelyn	Raleigh

Summer Session, 1942

Adams, Ruth Elizabeth	Mayodan
Allen, Carolyn	Cherryville
Allen, Janie Sue	Cherryville
Allen, Martha Ann	Garner
Auman, Rosalie Yow	Seagrove
Bagnal, Suzanne	Winston-Salem
Barger, Willie Morrison	Mooreville
Blackman, Mildred	Hawaii
Brooks, Ruby Hayes	Raleigh
Bryant, Mary Agnes	Lasker
Cates, Juanita Lanier	Raleigh
Chappell, Margaret Lorraine	Mount Airy
Cheshire, Emily	Raleigh
Claussen, Catherine Christina	Charleston, S. C.
Cooper, Robert	Raleigh
Cozart, Rebecca Pauline	Fuquay Springs
Crocker, Frances Louise	Cary
Crump, Mary Susan	Wagram
Daniel, Myrtle Mason	Raleigh
Dorsett, Josephine Moore	Siler City
Edwards, Barbara Jean	Goldsboro
Elkins, Annie Lillian	Whiteville
Finney, Audria Kerman	Elkin
Fisher, Gertrude	Raleigh
Fitzgerald, Durema	Raleigh
Fleischmann, Jeanne Marie	Raleigh
Foster, Emma Charles	Elkin
Goldston, Virginia Anne	Goldston
Grimes, Lois Evelyn	Asheboro
Hamrick, Martha	Raleigh
Harrell, Bertha Marie	Stantonsburg
Hester, Robert Ferguson	Wendell
Hicks, Willie Lee	Raleigh
Holder, Oneta	Lillington
Holland, Grace	Salemberg
Hopkins, Theda Roxie	Creswell
House, Margaret Jocelyn	Zehulon

Johnson, Grace	Wallace
Jones, Peggy Royster	Raleigh
Kirby, Mary Elizabeth	Raleigh
Knowles, Elizabeth Dixon	Rocky Mount
Kovac, Theodora	Raleigh
Lambert, Mary Dell	Carthage
Lane, Rebecca	Raleigh
Lassiter, Margaret Leigh	Raleigh
Lee, Mary Etta Mitchell	Varina
Lee, Virginia Louise	Raleigh
Lineberry, Lillian Johnson	Raleigh
Mason, Marie	Swan Quarter
Meads, Emma Lee	Elizabeth City
Melvin, Mollie Olivia	Kerr
Middleton, Beverette	Raleigh
Mims, Cornelia Parke	Raleigh
Moore, Mary Elizabeth	Wadesboro
Ott, Mary Louise	Raleigh
Pegram, Jean Bradshaw	Raleigh
Rautenstrauch, Ruth Elizabeth	Raleigh
Royal, Helen Leonidas	Salemberg
Sannella, Rosalind	Littleton, N. H.
Sawyer, Janie Bryan	Sanford
Senter, Mary Ellen	Raleigh
Shakelford, Ruby	Selma
Shumaker, Frances Mozelle	Raleigh
Taylor, Etta Powell	Whitakers
Thorne, Betty Ruth	Lake View, S. C.
Tulburt, Vivian	Miller's Creek
Valentine, Marjorie	Raleigh
Wade, Eunice Rogers	Raleigh
Warren, Helen Frances	Dunn
Williamson, Mary Jo	Raleigh
Woodward, Nathalie	Anderson, S. C.
Wyatt, Mary Frances	Winston-Salem
Zentz, Ruth Virginia	Baltimore, Md.

Summary of Students

Seniors	111
Juniors	90
Sophomores	83
Freshmen	132
Total Classmen	<u>416</u>
Part-Time Students	32
	<u>448</u>
Summer School Students	73
	<u>521</u>
Less for duplication	60
Net Enrolment	<u>461</u>

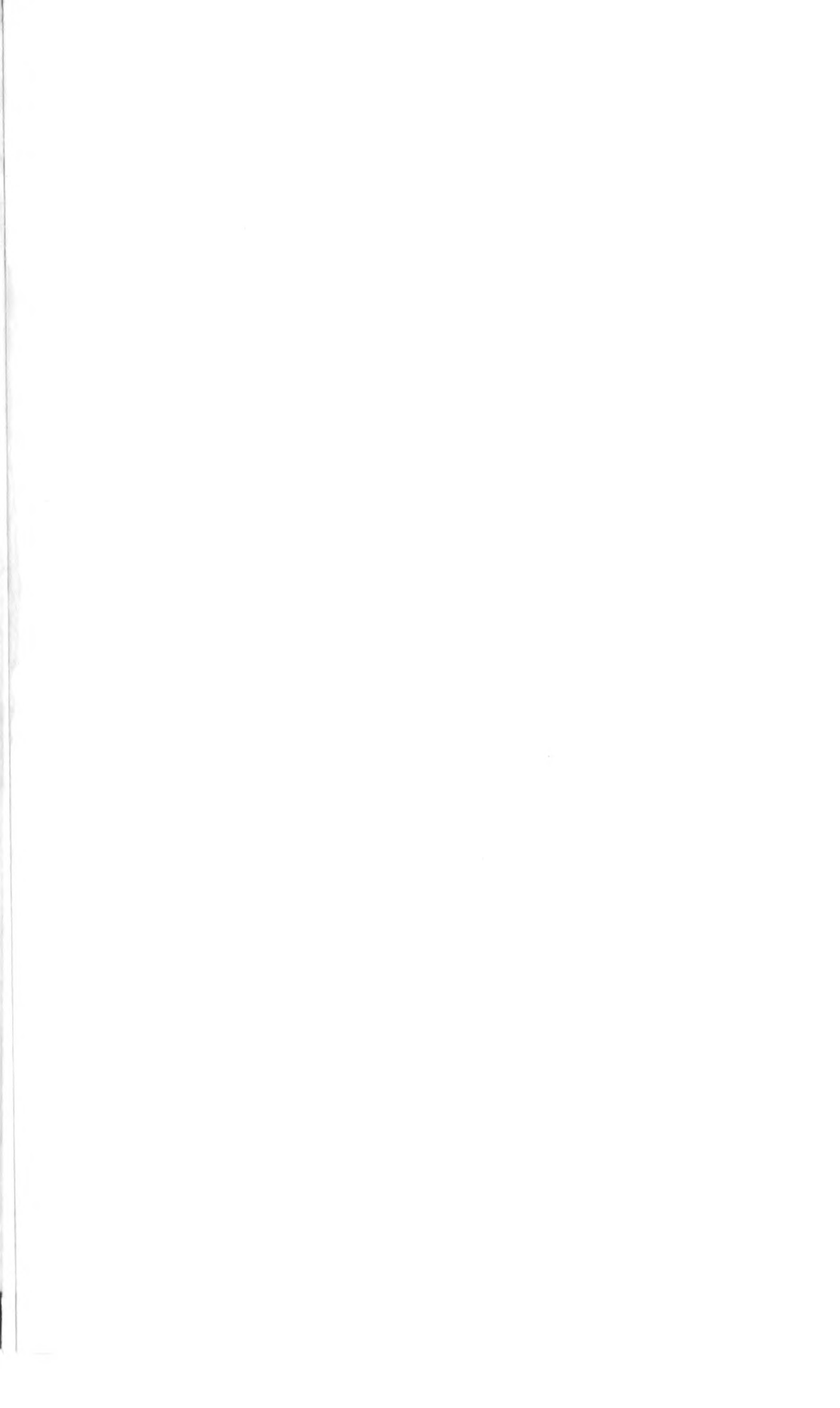
Summary by States and Foreign Countries

Delaware	1
Florida	3
Georgia	2
Kentucky	2
Maryland	2
Massachusetts	1
New Jersey	4
New York	3
North Carolina	410
Pennsylvania	3
Rhode Island	3
South Carolina	12
Virginia	12
<hr/>	
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Hawaii	1
Puerto Rico	1

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1. Lois Grimes is one of seven Sociology students who staff the Traveler's Aid desk at the Raleigh Bus Station.
2. Elva Creech acts as receptionist at the Wake County Welfare Office. Two other students also give volunteer assistance.
3. Fay Chandler is one of the Sociology students who supervise Girl Reserve Clubs in the city elementary schools.

(* "Serendipity, n. The gift of finding valuable

ERENDIPITY*



The offerings in the Department of Sociology have been steadily increasing to meet the varied interests of students who want an undergraduate major that definitely prepares them for work with people. Present majors in the department are planning to go into such varied fields as social work, high school teaching, social research, personnel work, supervision of community recreation, and religious work. Other students are primarily interested in obtaining a broad background for the understanding of present-day living conditions and consider Sociology as useful preparation for many fields, including home-making.

END

- 1 "Students in Sociology are interested in social problems around the world," says Dr. Ellen Winston, head of the department.
5. The Sociology Club meets monthly in "The Hut" for programs centering around the special interests of the students and for informal social get-togethers.

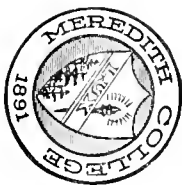
agreeable things not sought for "—Webster.)

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LEGEND—Meredith C.

Dr. Carlyle Campbell, President
Miss Anna May Baker, Dean of Women
Miss Doris Peterson, Professor of Physical Education
Mrs. Lillian Packer Wallace, Chairman of Orientation
Miss Elizabeth Cameron, Faculty Sponsor of Freshman Class

Allen, Doris—Rockingham
Ange, Mercedes—Jamesville
Baldwin, Mabel—Whiteville
Ballentine, Lucille—Middlesex
Bandy, Frances—Lincolnton
Batten, Miriam—Whiteville
Bostic, Geraldine—Warsaw
Bowman, Mrs. Dorothy Pearce—Raleigh

Branch, Jean—Goldsboro
Bray, Carol—Walnut Cove
Britt, Evelyn—Marion
Britt, Josephine—Enfield
Brothers, Jane—Rockingham
Bramer, Charlotte—Louisville, Ky.
Bullock, Betty—Fairmont
Bullock, Letha—Fairmont
Burchard, Elizabeth—Asheville
Burchard, Glendon Josephine—Asheville

Caison, Lou—Roseboro
Carraway, Sallye—Charleston, S. C.
Carter, Elizabeth—Wallace
Casey, Lucille—North Wilkesboro
Champion, Fay—Raleigh
Cherry, Willie Mae—Washington, N. C.

Clark, Mrs. Ernestine M. P.—Raleigh
Cogleton, Eloise—Acme
Cooper, Dorothy Mae—Falcon
Coppedge, Hallie—Durham
Dail, Anne—Kenansville
Dark, Elizabeth—Marianna, Fla.
Davis, Clara Jay—Middlesex
Davis, Jessie Leigh—Yadkinville
Dickens, Nancy—Wilson
Drake, Joan—Griffin, Ga.
Elrod, Frances—Tarboro
Evans, Florine—Wilmington
Fales, Helen—Wilmington
Fallin, Mona—Walnut Cove
Farmer, Annie—Littleton
Farmer, Saxe Barnes—Clayton
Ferguson, Emily—Raleigh
Fitchett, Sara Hope—Dunn

Fleming, Julia—Fuquay Springs
Fleming, Edith—Northside
Floyd, Margaret—Fairmont
FormyDuval, Pauline—Wilmington
Franklin, Mattie Rea—Stem
Freeman, Frances—Dobson
Freeman, June—Raleigh
Freeman, Mary—Dobson
Freidberger, Annette—Syracuse, N. Y.

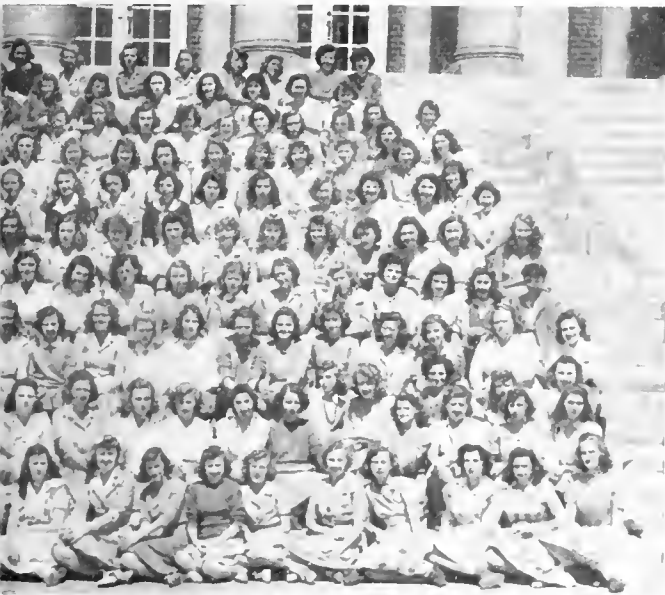
Fulmer, Rosemary—Florence, S. C.
Funderburke, Jetta—Rockingham
Futch, Madge—Magnolia
Gates, Nancy—Kinston
Godwin, Jean—Dunn
Gorham, Nancy Jane—Rocky Mount
Grady, Hazel—Morganton
Grainger, Imogene—Lake View, S. C.
Green, Alice—Raleigh
Greene, Ruby—Boones Mill, Va.
Griffith, Jean—Lexington
Gwaltney, Evelyn—Hiddenite
Hamrick, Martha—Raleigh
Hancock, Marcia May—Winston-Salem

Harper, Linnie Elizabeth—Louisburg
Harris, Mary Cooke—Henderson
Hatch, Angelea—Mt. Olive
Havnaer, Helen—Fayetteville
Hicks, Nancy Ross—Rocky Mount
Highfill, Virginia—Winston-Salem
Hight, Mary Elizabeth—Henderson
Hilliard, Merle Cherry—Portsmouth, Va.

Hine, Emily—Winston-Salem
Holcomb, Virginia—Winston-Salem
Honeycutt, Charlotte—Raleigh
Hooker, Esther—Richmond, Va.
Horton, Gene—Apex
Hudson, Katherine—Statesville
Hughes, Anne Hood—Selma
Humphrey, Lillian—St. Pauls
Janora, Amelia—Brooklyn, N. Y.
Ipock, Martha—Erul
Isley, Jane Parker—Raleigh
James, Hilda—Waynesville
James, Martha—Winston-Salem
Jeanette, Helen—Raleigh
Jenkins, Ella McNeill—Boiling Springs

Jones, June—Selma
Jones, Martha—Wallace
Joyner, Josephine—Spring Hope
Kambis, Martha—Elizabeth City
Kaplan, Sheila—Greensboro

ERENDIPITY*



ge New Students, 1943-44

Keen, Marjorie—Durham
Knight, Maxine—Stokesdale
Kocher, Evelyn—Scranton, Pa.
Kornegay, Christine—Seven Springs
Kutschinski, Ruth—Raleigh
Laine, Mable—Morehead City
Lamb, Edna Lou—Ingold
Lane, Lois—Wilmington
Lassiter, Stella—Potocasi
Lawton, Cora Lee—Iva, S. C.
Liles, Hilda—Goldsboro
Lockamy, Carolyn—Jacksonville
Lottin, Dorothy—Goldsboro
Lowery, Margaret—Peachland
Lyon, Ruby—Elkin
Lyon, Ruth—Elkin
McCoy, Annie Belle—Charlotte
McDonald, Sue Dell—Fuquay Springs
McLamb, Helen—Erwin
Mace, Elizabeth—Beaufort
Martin, Mary—Raleigh
Martin, Ruth—Mt. Olive
Massey, Beth—Zebulon
Massey, Dorothy—Louisburg
Mauney, Helen Burt—Richfield
Maxwell, Betsy Dell—Raleigh
Middleton, Nancy Lee—Winston-Salem
Miles, Sarah—Warrenton
Miller, Myra Anne—Cary
Miller, Ruth—Wallace
Mobley, Della Jane—Williamston
Montleith, Mary Kathryn—Sylvia
Moore, Annie Grey—Selma
Moore, Doris—Elm City
Morgan, Nedgelena—Angier
Murray, Martha Grey—Rose Hill
Murray, Zelma—Burgaw
Nicholson, Mary Allen—Raleigh
Olive, Irene—Southern Pines
Owen, Barbara—Durham
Paez, Rita—Oglio, Ecuador
Fair, Hilda—Knightdale
Parker, Jenn—Winston-Salem
Parker, Peggy—Henderson
Patterson, June—Sanford
Patton, Grace—Morganton
Payne, Alice—Murfreesboro
Pearce, Alma Willis—Hamlet
Peel, Mary Trulshy—Williamston
Perry, Marjorie—Raleigh
Pope, Daphne—Magnolia
Pope, Mary O'Neal—Williamston
Pruitt, Martha Ellen—Goldsboro
Reid, Dorothy—Franklin
Resch, Nancy—Charleston, S. C.

Reynolds, Beryl—Raleigh
Rogers, Mrs. Elizabeth Bishop—Raleigh
Rogers, Lillie Belle—Wake Forest
Ross, Muriel—Ash
Rozar, Albertine—Raleigh
Rumley, Mildred—Stokesdale
Sadler, Mary Esther—Littletton
Shields, Angeline—Scotland Neck
Showalter, Mildred—Raleigh
Simpson, Elaine—Raleigh
Simpson, Frances—Stokesdale
Smith, Camille—Wilmington
Smith, Isabelle—Chadbourn
Snipes, Elizabeth—Wilmington
Sprinkle, Faye—Raleigh
Spoers, Marilyn—Raleigh
Stallings, Colleen—Lumberton
Stanhelf, Wilba—Durham
Stanley, Eliza—Kinston
Stanley, Martha—Kinston
Stell, Dorothy—Raleigh
Stephens, Francis—Warsaw
Stewart, Marjorie Ann—Goldsboro
Stillwell, Elizabeth—Sylvia
Stone, Barbara—Durham
Straughan, Evelyn—Raleigh
Taylor, Agnes—Raleigh
Teachey, Elizabeth—Wallace
Teachey, Helen—Wallace
Temple, Joyce—Zebulon
Thomas, Helen—Greenville
Thomas, Joyce—Rocky Mount
Timberlake, Edith—Nelson, Va.
Tucker, Frances—Raleigh
Urley, Hepome—Fuquay Springs
VandeKett, Ruth—Raleigh
VanSant, Claire—Charleston, W. Va.
Wadler, Helen—Portsmouth, Va.
Walshall, Marie—Kinston
Ward, Thomasine—Ryland
Warrick, Elizabeth—Smithfield
Weldon, Dorothy—Louisburg
White, Marie—Bladenboro
Whitfield, Lattie Lane—Mt. Olive
Willborn, Peggy—Raleigh
Wilson, Inez—Hurdle Mills
Wilson, Lois Almada—Erwin
Wilson, Mary—Hurdle Mills
Wilson, Margaret—Raleigh
Wilson, Wanda Lee—Lake Waccamaw
Winfree, Geraldine—Raleigh
Witherspoon, Geneva—Rockingham
Wood, Julian—Rockfish
Yeager, Betty Jean—Hickory
Yelverton, Betsy Paul—Raleigh

MEREDITH COLLEGE BULLETIN

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What 3 Editors Say



EXPANSION PROGRAM

Editorials—October 12, 1943

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The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, and for professional and other fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

—*Meredith College Catalogue.*



The News and Observer

Raleigh, North Carolina

ENTITLED TO SUPPORT

The City of Raleigh and the State of North Carolina, we believe, will generously support the Baptists of the State in their determination to raise \$565,000 to provide for some immediate, pressing needs in the development of Meredith College. The history of this outstanding institution symbolizes, as it is a vital part of, the aspirations, the struggles, and the achievements of the people responsible for its inception and growth. Into it have gone the spirit and life of such figures as Thomas Meredith, Leonidas L. Polk, Oliver Larkin Stringfield, Richard Tilman Vann, and Charles E. Brewer. Out of it has come trained and consecrated leadership for the home, the church, the schoolroom, the mission field, the world of arts and letters, and the complexity of organizations that make up our society.

Meredith College is unique in that it is probably the only college in America named for an editor. Thomas Meredith was the first editor of the *Biblical Recorder* and it was as a result of his persistent efforts that the Baptist State Convention decided to establish a college for women. The institution was opened in 1899 and was removed to its present location just west of Raleigh in 1926 when a new plant was built which is no longer adequate.

Too generally the public has not adequately appreciated the significance of such institutions or the material necessities upon which their actual and potential service rests, with the result that they have labored under handicaps from which they and our society have suffered. Upon them, to a large degree, rests the hope for the preservation of our cultural heritage, the prevalence of intellectual freedom and adventure, and the creation of a world in which peace and happiness may abide together.

A wise citizenship will consider it a privilege to make adequate provision for such colleges as Meredith to prepare people for a peace worthy of the sacrifices of war. Such an investment in immortal minds will pay large dividends today, tomorrow and all the tomorrows.

Joseph Daniels



WINSTON-SALEM JOURNAL

Winston-Salem, North Carolina

MEREDITH FACES FORWARD

The trustees of Meredith College, leading Baptist institution of higher learning for women in North Carolina, have decided to launch a fund-raising campaign immediately to provide \$565,000 for the construction of a chapel and music building, a gymnasium and swimming pool, and a library building.

This action has been partly inspired by the phenomenal increase in the size of the student body. While the war has served to reduce civilian student enrollment in the male colleges and universities of the country, more young women than ever are entering higher institutions of learning. President Carlyle Campbell presented to the trustees a report on enrollment showing that the Meredith student body is greater today than it has been for the past several years, with 233 new students and one of the largest freshman classes in history.

Another reason is the faith of the Meredith trustees in youth and its future and their belief that educational institutions must improve and extend their facilities now in order that they may be prepared to meet the new demands for service which will be made of them in the postwar years. The welfare of society in the years to come depends upon the proper training of youth now and in the immediate months ahead.

At Meredith a number of temporary buildings have been in use since the college was moved to its present site. These structures have become inadequate. The new building program has been in contemplation for some time, and the decision of the board to launch the fund-raising campaign was in effect an approval of the action taken by the executive committee which was instructed at the annual meeting of the trustees in July, 1942, to devise a definite plan for improving and enhancing the housing facilities of the college.

Many friends of Meredith and of education generally throughout the State undoubtedly will demonstrate their own faith in the youth of North Carolina and in Christian education by giving generous support to this campaign. They realize it is of the essence not only that the young men and women of today receive an adequate education in the arts and sciences, but also that the moral and spiritual side of their development shall not be neglected. Meredith is one of those church-related colleges of the State which have through the years attained reflected distinction in the Christian lives and characters of their graduates.

Samuel Martin



The Charlotte Observer

Charlotte, North Carolina

MEREDITH FACES THE FUTURE

Meredith College, at Raleigh, a great Baptist institution of higher learning under the progressive and inspiring leadership of President Carlyle Campbell, is another of the Christian colleges of the State which is training its focus upon a future of enlarged opportunity and service.

The Board of Trustees has just authorized the raising of a building fund of \$565,000 with which it is proposed to eliminate some of the present inadequate and unsuitable wooden structures as well as to add new units to the campus.

It is heartening, if for no more than an exhibition of their faith in the large place which the future must give to Christian education, to observe the aggressive spirit of our church leaders in facing this challenge.

For the most part, cultural education is now at low ebb across the entire country as the institutions have been compelled to gear themselves to the exigencies of war.

More than that, for several years the educational trend, in the education of both young men and young women, has been toward the utilitarian rather than toward the classical and cultural forms which marked the earlier emphases in all educational practices in America.

But neither this present persistent trend toward the vocational, nor the enforced lapse in liberal arts on account of the imperatives of practical training for war purposes has more than cast a passing eclipse upon the fundamental genius of the Church-related college with its emphasis upon character training and spiritual disciplines.

Meredith College belongs in the category of those institutions in North Carolina whose authorities are not guessing and gambling as to what the future will unfold for them.

Such leaders in these educational fields are everywhere quite assured of the permanency of the particular kind of education for which these Christian colleges originally came into being, through which they have served their generations through the long years of the past, and for which they are preparing themselves for a greatly augmented labor in the future.

Julian B. Miller

Series 37

NOVEMBER, 1943

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Meredith College Bulletin



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Foreword

By LAURA WEATHERSPOON HARRILL, '27

President, Meredith College Alumnae Association

ALL alumnae of Meredith College, I am sure, join me in welcoming this seventh alumnae issue of the COLLEGE BULLETIN. We are always glad to receive news and information from our Alma Mater. How eagerly we turn to the current events about alumnae and the children of alumnae!

This 1943 alumnae BULLETIN is particularly informative, for the committee has, appropriately enough, made of it a "gift" issue. Those sincere and loyal friends of the College who have given tangible evidence of their love for Meredith are recognized. May their tribe increase! May many other alumnae join their ranks! What we *give*, as well as what we do and say, will be evidence of our love and loyalty.

The alumnae address of May, 1943, by Valleria Green Rankin, will be enjoyed by all, as Mrs. Rankin tells of the women of China—that great host of women who deserve our respect and admiration.

Appearing in this BULLETIN are the names of many Meredith alumnae who are wearing a uniform which indicates that they are in the service. We wish for them great happiness in their service.

The painstaking work of the BULLETIN committee in compiling and publishing the material is appreciated. The committee is:

Ethel Kathryn Day Wyatt, *Chairman*

Margaret Craig Martin

Iva Pearson Olive

Ethel Carroll Squires

May Crawford

By VIRGINIA COUNCIL, '40

(Tribute given at the annual meeting of the Meredith College Alumnae Association, May 29, 1943.)

When asked to make a short tribute to Miss May Crawford, I thought, "Give an appreciation of Miss Crawford in a short talk? Why, I could talk for hours and still not even begin to tell what Miss Crawford has meant to us. She doesn't need anybody to speak for her—her life spoke for itself better than anybody could!"

Miss Crawford had extensive training in music; graduate, Brownell Hall, Omaha, Nebraska; student, University of Nebraska School of Music; student four years in Paris; pupil of Harold Bauer; student, Juilliard School of Music, New York. She came to Meredith in 1922 and was here for twenty years with the exception of one term. During this time she had taught three hundred and fifteen different pupils.

Miss Crawford imparted to her pupils more than the importance of technical integrity. She showed us that we should interpret the feeling of the composer and combine that interpretation with an expression of our own feeling—an expression of the enrichment music brings to life. But she was more than merely a marvelous piano teacher. She was a teacher in the real sense of the word—an inspiration, a leader, guide, and very dear friend. She took a personal interest in each of her pupils. She studied us individually—knew our needs and kept in contact with us even after graduation. I have several letters at home from Miss Crawford that are a real inspiration to me—letters full of encouragement and helpful suggestions. I should like to quote from one of them, because her words can speak better for her than mine. "I do hope you're keeping up your practice. Don't ever get discouraged, and by all means keep on practicing your technique daily. . . ." I'm sure all of her pupils have had similar letters.

Miss Crawford devoted her life to music and made of it a symphony that will live on and on. So while her going was a great loss to the music world and to each of us individually, let us feel glad that we had the privilege of knowing her as long as we did. It can truthfully be said that her life will be a blessing to us as long as we live.

. . . The tribute was fittingly concluded by music. Peggy Royster Jones, '42, played *Prelude in A flat Major, Opus 130, No. 17*, by Chopin, a composition which she had studied with Miss Crawford.

Lena A. Barber

By ELIZABETH BOOMHOOF KERR, '31

It was with complete selflessness that Miss Lena Amelia Barber gave herself to Meredith College during the eighteen years (1922-1940) of her association as head of the Department of Biology with our *Alma Mater*. Her devotion to duty and sincere desire to give students more than the bare facts of biology profoundly impressed those of us who knew her. Miss Barber gave up her personal aspirations as a scientist so that she might make her contribution to the sum total of the good and the true in the world through the girls who sat in her classes. Even her summer vacations, until a very few years before her retirement, were devoted to making herself more proficient as a teacher. Miss Barber is no longer with us, but her contributions to the intangible spirit of Meredith College live on.

Fuller B. Hamrick

By EDNA FRANCES DAWKINS, '37

(Tribute given at the annual meeting of the Meredith College Alumnae Association, May 29, 1943.)

It is fitting that the Alumnae Association should pause this morning to pay tribute to Mr. Hamrick, not only because he is the husband and father of two of our members, but also because he gave to Meredith fourteen years of devoted service as bursar and treasurer. He steered the college through one of the most trying periods of its financial history, and Meredith has undoubtedly prospered with his guidance, but of far greater importance has been the effect of his life upon the college. His was a difficult position—that of handling the complicated finances of an institution such as this—yet in every aspect of his duty, whether it was to study the financial situation of the college and to make plans for sound investments, or to lend a dollar to one of the janitors; to meet with a group of trustees to discuss the budget, or to hear the pleas of a girl with no money for college expenses—throughout all this he maintained a calm, gentle Christian spirit. His good humour was unfailing, and the twinkle in his eye has cheered the heart of many a Meredith girl.

It can truly be said of Mr. Hamrick that he devoted himself untiringly and unselfishly to Meredith, always keeping before him the ideal of Him who "came not to be ministered unto, but to minister." Meredith will indeed be blessed if his gentleness, unselfishness, and humility live on to some degree in the lives of us, her daughters.

Women in the Life and History of China

By VALLERIA GREEN RANKIN, ex-'18

(Alumnae address delivered at the annual meeting of the Meredith College Alumnae Association, May 29, 1943.)

China, with its thousands of years of history, has always been a powerful nation. It has seemed, however, that we of the Western countries have been inclined to think of her as great only geographically and not as a great people. Now that China is one of our allies, one that alone for six years held back Japan, we are beginning to wonder if, after all, we have not underestimated her value and her importance in the world.

Have women had any part in the history and culture of this nation? As Westerners we have always thought of the Chinese woman as downtrodden, lacking in opportunity to express her individuality, and a mere servant of the man in the home and country. This idea is considered untrue by the Chinese people themselves who hold that the place of woman is not necessarily of lower rank, but of different rank. The woman is superior in the home while the man is lord in the outside world.

In the mind of the Chinese there is a dualistic attitude concerning male and female or the *Yang* and *Yin* principle. The male is portrayed as heaven while the female is represented as earth; the male as light, strength, and wisdom; the female as darkness, weakness, and ignorance. But woman has held a definite place in the life of China and, as some historian has put it, "was not subjected until she was civilized."

The earliest Chinese social system was matriarchal. In the Chow Dynasty, the surname of the family was often the woman's name. Until the time of Confucius women had freedom to choose their own husbands and to rule.

The Confucian philosophy of society placed great emphasis upon the distinction between the superior and the inferior. It stood for obedience to authority in state and home; a division of labor between man's duty outside the home and woman's duty within it. It also taught, as essentials, such womanly qualities as quietness, obedience, good manners, personal neatness, and ability to cook and sew. All girls were taught that they should have respect for parents and husband, show kindness to brothers, and courtesy to friends.

In regard to marriage we find many inequalities. In China this institution has always been considered a family matter and not an individual affair. The wife became a member of the family. Her husband might neglect her and even take other wives, but she could still

retain her established place in the home as head of the family surrounded by her children.

Always women in China have been taught by model or example. In A.D. 1591 Lin Hsin Wu wrote a book entitled, the *Kwei-fun*. It is a collection of teachings based on the lives of women who might serve as examples for future generations. To be given a place in these books, a woman must have lived a life of chastity and must have been loyal to her husband even after his death. In country sections are found many shrines of women which have remained faithful to their dead husbands. Any woman who distinguished herself by committing suicide to guard her chastity had a good chance of leaving her name in literature.

As we study the history of China we find many women who, because of their outstanding ability or their love of country, have become famous. Madame Chiang, in her address at Wellesley College, spoke of them as "Women who, through the ages, have had a share in building the ever-ascending pyramid of civilization."

At the end of the sixteenth century there lived a lovely Chinese lady who came under the influence of a Jesuit missionary, Pere Mattio Ricci, and learned something of the art of medicine and home nursing. Seeing little children abandoned by their parents, she bought a home and cared for many of them, thus founding the first orphanage in China.

A famous Chinese play pays homage to Hua Mu Lan, who in the Wei Dynasty, A.D. 386-557, donned man's apparel and served for twelve years as a soldier, acting as substitute for her aged and ill father. She is known in history as a famous fighter, courageous and loyal to her country.

No story of Chinese women would be complete without reference to the Empress Dowager. Born in a wealthy Manchur home, she was chosen as one of seventeen to appear before the Emperor Hsien Fung, who was looking for a secondary wife. Because of her beauty she became the second wife and the favorite of the Emperor and his court. After the death of her husband and her only son, she changed over night. From a woman who had enjoyed life as few women do and who had taken pleasure in nurturing her ambitions she was transformed into a saddened, embittered woman who retained only her love for Yung Lu, an early sweetheart. The rest of her life was marked by cruelty to all around her—the first wife, to her nephew who was chosen to sit on the throne, and to all who in any way disagreed with her policies. She hated all white people and the Boxer Rebellion of 1900 was part of her plan to rid her country of all Western influences.

When China became a republic there was a decided move for equality of the sexes. Schools were opened to girls; both boys and girls took a great interest in politics; and girls were allowed to become party members. They also became interested in athletics. Someone has said,

"From bound feet to one-piece bathing suits is indeed a far cry; and these changes, superficial as they seem, are nevertheless profound."

Chiu Chin ("Gem of Autumn") more than any other person, helped Chinese women to emerge from their lives of seclusion. This brilliant woman, a member of an official family, was educated in the classics and the writing of poetry. Chiu Chin married at the age of eighteen. She suffered intensely over the defeat of China by Japan in 1894-95, and the subsequent "Battle of Concessions" when China was being sliced like a lemon by the Western powers.

China had no navy, for the money intended for this purpose had been used by the Empress Dowager to build the famous summer palace. Chiu Chin, leaving her husband and children, established a famous school for girls, spoke publicly against foot-binding, and finally went to Japan to study political science. There she met Sun Yat Sen and was the first woman member of the *Kwoh Meng Tong* party. After returning to China she became a great leader and speaker, concentrating on arousing patriotism among her people. She led student revolts and finally was taken prisoner and, in 1907, was beheaded.

From that time on we find women in China serving in every walk of life. Dr. Wu Yi Fong, woman president of Gin Ling University, has said: "Economic independence is an easy thing for the modern woman of China to achieve today, . . . provided she wants it, is willing to work for it, and is well trained and qualified." In China, as in other lands, there are still comparatively few who are willing to pay the price that is necessary in order to become a leader. In every walk of life, however, we find Chinese women taking worthy places.

Concerning the duties of women in war, Madame Chiang has said: "Women have to assist in upholding the morale of the nation in its gravest trial, in obeying implicitly the orders of the government, and having these orders carried out by all citizens; in surpressing rumors and, by economies, conserving the nation's food stuff and apparel. I think that the greatest contribution we can make is our strength, and determination to make any and all sacrifices for the preservation of our nation."

Countless numbers of Chinese women have become doctors and nurses. Outstanding among these are the names of Drs. Mary Stone and Ida Khan.

Dr. Khan, born in a heathen home, was unwanted because she was a girl. Her parents tried to betroth her to a neighbor's son, but because the two children were born under different stars a betrothal was considered unwise. Two missionary ladies of the Methodist Mission took the little girl and educated her. After graduating from schools in China, Ida was sent to America to study at Ann Arbor, Michigan. Here she met Mary Stone, a Chinese girl whose family name was

Shur, and the two girls graduated in medicine from the University of Michigan.

Mary Stone had been born in a Christian home and, at her birth, her parents had dedicated her to God and pledged themselves never to bind her feet. No little girl in her province, except a slave child, had ever been known to grow up with natural-shaped feet and the Shur family suffered much because of their ideals.

In 1896, Drs. Stone and Khan returned to China and for many years were outstanding physicians, conducting hospitals in several cities of central China and saving the lives of countless hundreds of Chinese women and children.

Dr. Khan was not only highly successful as a physician, blazing new trails for women in her native land, but she has also exerted a nation-wide influence in social reform.

Occupying an important position in China's ministry of education is a cultured, refined woman of Hong Kong, Miss Irene Ho-tung. A B.A. from the University of Hong Kong, an M.A. from Columbia, and a Ph.D. from the University of London have fitted her educationally to occupy any position among her people. When she returned to China she said, "I have only one purpose in mind: to devote myself entirely to service for my country."

This same sentiment might easily be called the motto of the hundreds of Chinese women who today are devoting their lives to educating those of their own lands who are underprivileged. In all countries much of the teaching of the young has been done by faithful, consecrated women. This has been especially true of China because the task of teaching has opened a safe and satisfying way for many young women to render a service to their people.

A teacher in the girls' school and then matron in the Bible School—Leung Taai Koo—or "Leung Big Sister," proved true to her name. She was a friend to every one—Chinese and American alike. Once, during a very difficult time when there was an anti-foreign period, Taai Koo remained true to her American friends and lashed out with her tongue at those who had forgotten, as she said, what America has done for China. Being called "A running dog of the imperialistic nations" did not faze her.

Many of the happy memories of my life in Canton are bound up with this woman. If I was blue, or needed encouragement or counsel, I went up to her room and, sitting on a three-legged stool, eating peanuts, I always found what I needed. Her crutches that were always with her—her "little slave girls" as she called them—were a constant reminder of the difficulties she had faced and overcome. Her quiet faith, her indomitable will, and her ability to rise above all afflictions made of her a person whose influence will live on in others for many years.

Outstanding among Christian women educators is Dr. Wu Yi Fong, president of Gin Ling University, chairman of the National Christian Council of China and leader of the China delegation (composed of Chinese leaders and missionaries) to the International Missionary Council held in Madras, India.

Another is Miss Tsang Poa-swen, president of the Girls' Collegiate School of Changsha, who has an interesting history. The daughter of a famous Confucian scholar, she lived in a home that was governed by Confucian principles.

Although Miss Tsang considered the teachings of the Bible inferior to those of the classics, she attended a Christian school. One of the teachers of this school was a Miss Stewart, a cripple. Miss Tsang was greatly astonished when she learned that her teacher's parents had been killed by the Boxers and that she herself was incurably crippled by a blow received at that time.

Confucius taught that a filial child must wreak vengeance upon the person who killed his father; but here was this Christian woman loving and serving those who had so wrongly used her. Let us allow Miss Tsang to state her own reasons for changing from the Confucian religion to the Christian. "Two reasons prompted me," she said. "First, in Jesus' life I saw the meaning of life and the convincing evidence for God; second, I was in search of a new source of inspiration in place of the worn-out ethics of Confucianism, and of strength to serve my country."

When she took this step, she had to go against the ideas of her entire family. Her father, however, suggested that she read a number of books on Buddhism, Confucian philosophy, and of an anti-religious nature. If, after a half year of this study, she still felt that she wanted to join the Christian church, he would give his consent.

Miss Tsang was showing a distinguished American professor around her school. In one room they paused before the picture of her grandfather and the American gentleman said, "Why should any Chinese want to be a Christian? I would be satisfied to be a Confucian gentleman like your ancestor." Miss Tsang replied, "But how about being a Confucian woman?"

Always in thinking of the place of women, we must pay homage to the mothers who have ever had a large part in making and molding civilization through their children. From the earliest days of history, Chinese mothers have given themselves to the bringing up of their children for the betterment of their country.

The past twenty years have brought opportunities to many women whose hearts have desired to help the less fortunate ones of their own land. Because of the extreme poverty of the lower classes there has always been much room for social reform. Mrs. Herman Liu, wife of the deceased president of the University of Shanghai, has given un-

stintingly of her talents to the task of lifting to a higher plane, the womanhood of China. Because of her deep interest in temperance, Mrs. Liu was called "Frances Willard." After her marriage she and Dr. Liu decided that his salary would always support the family so that she could give of her time and talents as a volunteer worker. The first home in China for beggar women and their children was the outgrowth of Mrs. Liu's compassion for the unfortunate. Here many women who otherwise would have died on the streets or lived lives of shame were gathered into a home given by wealthy merchants of Shanghai. These women were taught useful trades while their children were sent to school. For several years the home has been self-supporting as the women embroidered, made baskets and other articles of wicker which they sold in order to provide their daily bread.

After Dr. Liu was assassinated in Shanghai by agents of the Japanese, Mrs. Liu moved to another part of China, and today she is using the ten talents which our Lord gave her, to minister to the refugees who, having lost all their worldly possessions, have gone far into the interior of China to make a new home and life for themselves.

No other family of women has had such a place in China's history as have the three Soong sisters and their mother. One newspaper writer puts it this way: "Three sisters who constitute a triad symbolizing not only China's womanhood but modern China as well."

From a devout Christian home, schooled in Chinese culture and American modern education, these three sisters have combined in their own lives the truly worthwhile qualities of both civilizations.

E-ling ("Friendly Life"), the eldest, is the wife of H. H. Kung, minister of finance for China. She is the mother of two children and, during the past few years, has devoted much of her time and energy to caring for the sick and wounded of China's army. She has also had a large part in setting up two centers in the interior, where work is found for refugees who had lost their jobs in coastal cities. Through her help and influence a group of university students go out into country sections during their vacations and instruct the farmers in more scientific ways of planting and harvesting their crops.

Ching-ling ("Glorious Life"), the second daughter, was the wife of the honored president of China, Dr. Sun Yat Sen. She has always been extremely interested in the radicals, and during later years has sponsored medical work among the guerrilla fighters and their families. A short time ago Madame Sun cabled to the United States for information regarding the cultivation of various plants used for medicine. Because of the blockade of China there is a great shortage of many drugs needed in caring for the wounded. Doctors and nurses have been forced by necessity to become farmers, and already medicines are being made from locally grown herbs and other plants indigenous to China.

Madame Sun is very shy and retiring and, since the death of her husband, she has remained much in the background of China's political world.

I think it safe to say that no other one woman has played so great a part in China's life as has Soong Mei Ling, the wife of Generalissimo Chiang Kai Shek. Brilliant in mind, beautiful in spirit, and completely dedicated to her task, the Madame has given of her best to the China that she loves and in which she believes. She has courageously gone with her husband through every part of China, sharing with him the discomforts and dangers of travel in a land constantly under bombs and shells. She, more than any one else, has been responsible for the establishing of orphanages and schools to care for "Warphans." Her simple but abiding faith has helped much in showing her husband the truth and worthwhileness of the Christian religion. A quotation from her article, "I Confess My Faith," will show what religion means to her. She said: "I used to pray that God would do this or that. Now I pray that God will make His will known to me."

Again she says: "What I do want to make clear is that, whether we get guidance or not, it is there. It is like tuning in on the radio. There is music in the air whether we tune in or not. By learning to tune in we can understand. How is it done? As Brother Lawrence told us long ago—by 'practicing the presence of God.' By daily communion with Him. One cannot expect to be conscious of God's presence when one has only a bowing acquaintance with Him."

The future of China, like that of all other lands, depends largely on consecrated Christian women. A Christlike woman does much to mold and influence the lives of all who come in contact with her and hers.

Words fail me as I try to tell of the thousands of women who, because of their love for their Christ, have given all they have or own that their country may survive. In this land of ours we know nothing of sacrifice, suffering, or the bearing of hardships if we contrast our lot with that of China's millions. All honor and praise to her brave women!

Gifts to Meredith

From her earliest days Meredith College has been fair and promising, but needy. Hence, through the years friends have delighted to bring to her tangible expressions of their affection. These she has received with gratitude and has transmuted them into the lives of many generations of students.

No complete catalogue of gifts is now available, but large or small, those contributed to Old Meredith, as well as these contributed in recent years—all of them are preserved in an indestructible Book of Remembrance, the lives of girls who sat for a while at Meredith's feet and then went out to share the blessings there bestowed.

We here begin to make a record of these donations. You who know of other definite contributions from individuals or from groups should write brief facts about them to our alumnae secretary and thus help in this bit of history compilation. The list will continue to grow as friends learn of specific needs and meet them with gifts to Meredith—testimonials of devotion to what she is and of faith in what she may become.

Memorials

Portrait in oil of Dr. R. T. Vann.

Portrait in oil of Mr. Wesley N. Jones, by his family to the Library.

Fountain in the court in memory of Miss Fannie E. S. Heck, by Woman's Missionary Union of North Carolina in 1929.

Portrait sketch of "Son" (Mrs. Octavia Norwood), presented by Art Department, painted by Miss Mary Tillery, in 1930.

Bas-relief in bronze, portrait of Dr. Delia Dixon Carroll, by the alumnae in 1935.

Portrait in oil of Miss Ida Potent, presented by the alumnae in 1938, painted by Miss Mary Tillery.

Library

Libraries of Dr. Delia Dixon Carroll, Miss Lena A. Barber, Miss Ida Potent, Dr. J. T. J. Battle, and John E. Ray.

Gift of books by Mr. and Mrs. C. J. Kuchler in memory of their daughter, Elsie, 1939.

Contributions to the Alumnae Shelf, consisting of books and other publications written by the following alumnae: Annie Dove Denmark, Foy Johnson Farmer, Annie Mildred Kelly Ginn, Bernice Kelly Harris, Dr. French Haynes, Harriet L. Herring, Dr. Mary Lynch Johnson, Mary Sullivan Kelley, Margaret Kramer, Carolyn Mercer, Mildred Oliver, Esther Frances Royster, Alma Stone Skaggs, Dr.

Mary Susan Steele, Irene Haire Wilde, Beulah Bailey Woodard, Dr. Mary Yarbrough.

Books which had been awarded each commencement since 1936 to the class having the highest percentage of active members: The classes: 1907 (twice), 1909, 1910, 1911 (twice), 1913, 1917 (four times), 1918.

Contributions to "Friends of the Library," a movement started by the Durham Chapter in 1940, \$172.14.

Gift of \$50.00 anonymous, 1942.

Gift of \$50.00 to "Friends of the Library" in 1943, by Louise Watkins in memory of her father, Dr. George T. Watkins.

Gift of \$304.51 by Mrs. Foy Johnson Farmer in 1941 and 1942 for fluorescent lights.

Gift of \$250.00 by Dr. and Mrs. Wingate Johnson (Undine Futrell) in 1942 for fluorescent lights.

The Browsing Room, by the Colton English Club and friends in 1940.

General Gifts

Bronze statue, "Swan and Her Young," by Mrs. Anna Hyatt Huntington in 1938.

Piano by Mrs. A. G. Wray.

Two grand pianos by anonymous friend.

Music set by Mr. C. T. Council and the Carnegie Corporation, 1942.

Two manual Kilgen organs by anonymous friend in 1938.

Movie camera, projector, and screen by Pauline Davis (now Mrs. Clifford Perry) in 1935.

Movie projector by Bee Hive, 1943.

Amplifiers for Auditorium by B. S. U. in 1943; additional equipment, by Mr. R. H. Satterfield.

Portrait in oil of Mr. P. A. Carter, 1942.

Painting in oil by Lucille Haynes, 1941.

Painting in oil by Mary Montgomery Stewart, 1941.

Sketch by Lucille Poe Hartman, 1941.

Living room furniture for Infirmary by Dr. Bessie Lane, 1940.

Furniture, radio, and drapery for the Hut by students, 1942.

Furniture in many dormitory rooms by Sunday school classes and individuals.

Two silver services by anonymous friend in 1937.

Vases for dining hall by alumnae, commencement, 1942.

China and electric hot plate by Wake County Chapter, 1940.

Silver by class of 1918 on their Silver Anniversary, commencement, 1943.

Real estate by Hester P. Farrior in 1943—two lots on Vandyke Street, Raleigh, proceeds from sale of which to be used for a scholarship fund for a deserving girl from the Mills Home.

Grounds

- Basic shrubbery by students, faculty, alumnae, trustees, and friends.
Iris (college flower) by Mrs. Allen.
Rose garden by Miss Catherine Allen.
Garden at west end of dining room by Miss Frances Welch.
Bird bath by Miss Lily Grandy in honor of Miss Welch.
Plantings by Mr. J. S. Farmer.
Rustic summer houses (two) in grove by Mr. Edwin Gould of New York, 1932.
Contribution toward seats in grove by Dr. B. W. Spillman.
Cherry trees and shrubs along drive by the alumnae in 1929.
Work of laying off tennis courts by the alumnae, 1930.
Seventy-five concrete benches for campus by the alumnae, 1931.
Outdoor oven and surrounding garden by Wake County Chapter, 1937.
Magnolia tree in plaza in memory of Miss Ida Poteat by Art Club in 1940.
Magnolia tree in plaza in memory of Dr. Dixon-Carroll by the alumnae in 1940.

Bequests

- Dr. J. T. J. Battle, \$36,660.45, 1941.
Mrs. Foy Peele Rogers, '23, for Religious Education, 1940.
Miss Mabel Haynes, \$2,906.63, for Loan Fund, 1941.
Ida Poteat estate, \$100.00, to Welch Garden Fund, 1942.
Estate of Dr. C. E. Brewer, \$9,712.82, 1942.

Cash Contributions

- Mr. B. N. Duke for endowment, \$50,000.00.
Mrs. Ernie Olive Hutchinson, an annuity, 1941, \$8,000.00.
Mr. John M. W. Hicks, 1943, to be added to his loan fund, \$1,000.00.
Mr. and Mrs. T. M. Stanback (Ada Middleton), 1942, \$1,000.00.
Mr. C. T. Council in 1942, \$500.00.
Mr. C. T. Council in 1943, for aid to worthy students, \$700.00.
Mrs. C. E. Brewer in 1942, to be added to the Brewer Fund, \$300.00.
Mrs. C. E. Brewer in 1943, to be added to the Brewer Fund, \$100.00.
Faculty for redecorating faculty parlor in 1943, \$101.75.
Mrs. Sibyl Landery in 1941, \$50.00.
Friend, annual gift, \$50.00.
Students in 1943 for bonds, \$37.00.
Student League of Women Voters in 1943 for bond, \$18.50.
Friend, anonymous gift in 1942, \$60.00.
Friend, anonymous gift in 1943, \$60.00.
Miss Lily Grandy, 1943, \$50.00.

Mr. G. E. Lineberry for installing telephone, \$10.00.

Alumnæ in stamps and bonds in 1942, \$30.00.

Contributions by alumnæ and friends to the "Ida Poteat Loan Fund," started in 1933 by the Kinston Chapter, \$2,700.00.

Alumnæ in 1940 for curbing the drive, \$2,000.00.

Alumnæ Loyalty Fund in 1942, \$2,125.00.

Alumnæ Loyalty Fund in 1943, \$2,400.00.

Oak Leaves for Swimming Pool Fund in 1942, \$1,000.00.

Alumnæ in 1942 for Swimming Pool Fund, \$3,900.00.

(This includes the following gifts of \$40.00 or more given during the Ruby Anniversary of Meredith:)

Mr. C. T. Council, \$250.00; Dr. C. E. Brewer, \$200.00; Mr. J. M. W. Hicks, \$100.00; Mrs. Wingate Johnson (Undine Futrell) \$100.00; Mrs. Gordon Maddrey (Mabel Claire Hoggard), \$100.00; Miss Ida Poteat, \$80.00; Margaret Bright, \$60.00; Job P. Wyatt & Sons Co., \$50.00; Mr. James E. Broyhill, \$50.00; Baptist Book Store, \$50.00; Mrs. Clyde Turner, \$40.00; Miss Catherine Allen, \$40.00; Mr. and Mrs. W. H. Weatherspoon (Maude Lee), \$40.00; Mr. and Mrs. B. Y. Tyner (Mary Lee Bivens), \$40.00; Mrs. T. M. Stanback (Ada Middleton), \$40.00; Louise Mays, \$40.00; Class of 1942 (in 1939), \$40.

Awards

Carter-Upchurch Medal of Astrotekton Literary Society, given annually by Mr. P. A. Carter.

Minnie Jackson Bowling Medal of Philaretian Literary Society, given annually by Dr. E. H. Bowling.

Albert Stanburrrough Cook Prize for the best bibliography in American Literature, by Dr. Julia H. Harris.

Prize for the best examination in independent reading, by the English Department.

Elizabeth Avery Colton Prize for the best contribution to the *Acorn*, by the brothers of Miss Colton.

Art award for most outstanding student in the Art Department, given annually by Miss Davie Belle Eaton.

Gifts of the Graduating Classes

1902—\$350.00 to start an endowment fund.

1904—Flag pole and flag; marble marker on corner of Main Building; planted ivy.

1907—A skeleton for use in Dr. Dixon-Carroll's physiology class.

1911—\$680 to endowment fund.

1912—Portrait of Mr. O. L. Stringfield.

1913—Two casts of Greek sculptors.

1914—Fund for library equipment of new Home Economics Department.

- 1915—Fund to stricken Belgians.
- 1916—Curtain for Chapel stage.
- 1917—Sun dial and benches.
- 1918—\$200 in bonds and U. S. flag.
- 1919—\$650 to endowment fund.
- 1921—Refurnishing the college parlors.
- 1922—Two stone benches for the campus.
- 1923—Seventy caps and gowns for use by succeeding classes.
- 1924—Oil portrait of Dr. Charles E. Brewer.
- 1925—Books for the Library.
- 1926—Marble bench for the campus.
- 1927—Two pillars for the gate.
- 1928—\$200 to be applied to college debt.
- 1929—Curtain for the Auditorium stage.
- 1930—Reference books and other volumes for the Library.
- 1931—Furniture for the Rotunda.
- 1932—Account in closed Commercial National Bank.
- 1933—Account in closed Commercial National Bank—\$23.09 later.
- 1934—Money for the amphitheatre in the grove.
- 1935—Money for staging effects.
- 1936—Two cement walks by the big steps of Johnson Building.
- 1937—Money for refurnishing Rotunda.
- 1938—Contribution to paving Front Avenue.
- 1939—Contribution to paving Front Avenue.
- 1940—Contribution to paving Front Avenue.
- 1941—Thirty academic caps and gowns for use of succeeding seniors.
- 1942—Two \$100 defense bonds.
- 1943—One \$100 defense bond.

Scholarships

- The E. F. Aydlett Scholarships (three).
- The J. T. J. Battle Scholarships (four).
- The K. M. Gibbs Scholarship.
- The Z. M. Caveness Scholarship.
- The Myrtle Hart Farmer Scholarship.
- The J. M. Gardner Scholarship.
- The Mrs. S. E. Beibey Jones Scholarship.
- The Mr. and Mrs. W. H. Matthews Scholarship.
- The J. H. Moore Scholarship.
- The W. W. Parker Scholarship.
- The W. A. Thomas Scholarship.
- The Kappa Nu Sigma Scholarship.
- The Philaretian Scholarship.

The Loyalty Fund

By LOIS STAFFORD KELLY, ex-'27, *Chairman*

"Give what you have. To someone it may be better than you dare to think."—Longfellow.

What is the Loyalty Fund? It is a special fund set aside by the Meredith College Alumnae Association from gifts sent in by the alumnae along with yearly membership dues. The yearly membership dues (\$2.00) make them active members of the Association. The Loyalty Fund is turned over to the college to be used by the administration for the development of Meredith.

This year the Board of Trustees has authorized the raising of \$565,000 with which to replace the temporary buildings. Here is a real challenge for the alumnae—to share in this building-for-the-future program. The Loyalty Fund is to be the building fund of the future.

Last year the Alumnae Association gave the college \$2,400 for the Loyalty Fund. There were four hundred and fifteen members, of which two are new life members. The gifts (including the amount retained by the Association) averaged \$7.00 per capita. One outstanding gift of \$1,000 was given to the Loyalty Fund.

Let us make Founders' Day in February a Loyalty Fund "round-up" of love gifts. Send your gift to Mae Grimmer, Alumnae Secretary.

"Presents which our love for the donor has rendered precious are ever the most acceptable."—Ovid.

Any gift, no matter what the amount, is "*most acceptable*."

THE LOYALTY FUND—1942-43

<i>Class</i>	<i>No. in Class</i>	<i>No. of Active Members</i>	<i>Cash</i>
1902	11	4	\$ 34.00
1903	10	3	12.00
1904	5	1	2.00
1905	10	1	2.00
1906	8	3	16.00
1907	20	9	199.00
1908	17	8	49.00
1909	16	7	44.00
1910	28	11	34.00
1911	23	11	1,038.00

1912	22	6	23.00
1913	20	6	12.00
1914	21	11	70.00
1915	19	6	79.00
1916	23	6	38.00
1917	32	16	231.00
1918	25	17	116.50
1919	17	1	2.00
1920	29	8	47.50
1921	42	8	31.00
1922	31	9	77.00
1923	39	14	47.00
1924	54	9	38.00
1925	48	6	14.00
1926	75	11	80.50
1927	77	5	64.00
1928	94	7	45.50
1929	75	11	41.50
1930	79	11	77.00
1931	93	13	36.00
1932	80	8	22.00
1933	73	13	55.00
1934	90	8	38.00
1935	88	10	32.00
1936	87	6	27.00
1937	95	5	15.00
1938	110	11	46.00
1939	93	16	49.50
1940	102	7	20.50
1941	109	23	78.00
1942	111	31	100.00

Other Contributions

Dr. Helen Price, faculty member.....	\$25.00
Greensboro Chapter.....	14.00
Scotland Neck Chapter.....	2.00
Class of 1943, at Commencement.....	25.00

In The Service

The committee is proud to recognize those now in the service of their country, whether here or abroad. We regret not having been able to get into communication with every one of those here listed, and we apologize for any oversight which we feel sure must exist. We urge all others in the service to let the alumnae secretary have any communicable information which may be used by that office for future reference.

ENSIGN JULIA MOORE SCARBOROUGH AUERSWALD, '29, stationed in Miami, writes, "My work is very interesting, but highly confidential; since this is true, I am not allowed to discuss with anyone the nature of my work. It is administrative in the office of Operation, Gulf Sea Frontier." She adds that Howard Mumford and she were in indoctrination school in Massachusetts at the same time. Address: Apt. 2, 306 N.E. 38th St., Miami, Florida.

PVT. MARY ELIZABETH ELLIOTT BEST (student 1938-39), "Somewhere in England," where she recently became "the first WAC bride in the European theatre of operations," according to the Associated Press.

EMILY BRADSHAW, '38, Staff Assistant with the American Red Cross, "Somewhere in North Africa," is on duty twelve hours a day in a service center. She reports being very delighted with her work, and she says "the boys are very serious and sincere and seem to have confidence in the Red Cross workers, a fact which inspires one to be even more concerned for the welfare of every one of them." Emily's work for her Ph.D. degree in English literature is all completed at the University of Pennsylvania except her dissertation, some of the sources for which had to be buried for their protection at the outset of the war when the possibility of bombings on the eastern coast was strong. Address: A.R.C., A.P.O. 668, c/o Postmaster, New York City.

SECOND LT. SWANNANOA M. BRANCH (student 1935-36) is in England, serving as army nurse with the Duke Unit. Address: A.N.R., N 744959, 65 General Hospital, A.P.O. 518, c/o Postmaster, New York City.

ENSIGN TEMPLE RICKS BRANTLEY, '31, is stationed at the Office of Naval Officer Procurement, 601 Jackson Building, Birmingham 3, Alabama, but she travels all over the northern part of the state on recruiting duty.

PVT. MARY KATE COLLIER, '39, has jumped from "teaching home economics to using a monkey wrench." She is in Motor Transport at Bolling Field, where she has the privilege of "telling the 'high-ups' a

thing or two in spite of the fact that no chevrons adorn my sleeve. By this I mean that if they ask to be driven to a place not designated on the trip ticket (a necessary piece of paper to go with all government vehicles when in use) I can say *no*. Yesterday I kept a lieutenant and a three-star general waiting! Here is hoping that being at the right place at the wrong time doesn't give the victory to Tojo." Address: A-405 704, 710th WAC Post Hq. Co., Bolling Field, D. C.

SGT. FANNIE DARBY, ex-'40. Address: Co. 9, Regt. 5, Second WAC Training Center, Daytona Beach, Florida.

ENSIGN NORMA LEE DAWSON, '38, is a material officer. She finds her work "interesting and satisfying," and feels that she is "doing something during this emergency." Address: U. S. Naval Training School (WR), Bronx, New York, N. Y.

LT. EDITH C. HARRELL, '40, is a commanding officer of the 502nd WAC Hq. Detachment, and is working with the Wilmington Air Region. Address: P.O. Box 1567, Wilmington, N. C.

LT. ELEANOR G. HARRELL, '42, was trained in administrative work and declares: "I love being in the army. I really wouldn't be anywhere else. . . . I enjoy the *Twig* so very much. It's like hopping a magic carpet and taking a long look at Meredith." Address: WAC Hq., Morris Field, Charlotte, N. C.

STAFF SERGEANT RUTH HICKS (student 1938-40), is stationed at Jefferson Barracks, Missouri, in the post sergeant major's office and likes it very much. Address: AAF WAC Detachment, Jefferson Barracks, Missouri.

WAVE MARGARET LANIER, '36, rated as aerographer's mate, 3rd class, is at present connected with the Navy Weather Central. "This is the central weather bureau of the world, from which forecasts are made for the ships at sea and for other areas important to us just now. Too, we get the broadcasts and reports from them." Address: 1809 G St., N.W., No. 417, Washington 6, D. C.

CPL. E. CHRISTINE LAWRENCE, '41, is a cryptographer—decoding and incoding secret and confidential messages. "I am proud that I have the opportunity to do this small bit." Christine reports that she had "the pleasure of having had Fannie Darby as my platoon sergeant during basic training at Daytona Beach. We found a common interest in Meredith and often remarked about the fun we used to have there." Address: A-405670, Provisional WAC Detachment, Boca Raton Field, Florida.

LT. MARGARET LUCAS, '31, is still the chief laboratory officer at the Station Hospital, Second WAC Training Center, Daytona Beach, Florida. She likes her work very much and feels that she really is "replacing a man . . . and now that we have finished cutting our

teeth," we will be able to replace more men and use our special talents. We should like to have more Meredith girls join us in our effort to do our part."

ENSIGN BETTY BROWN MacMILLAN, '41, is a Wave officer stationed in Washington. She reports her work as being fascinating, and feels "very much part of the Navy." She expresses thanks to "the Meredith faculty for the mental discipline that sometimes seemed severe. It takes more than a college degree to make the grade as a Wave officer, and Meredith gave me that extra something, for which I am truly grateful." She wishes the alumnae "smooth sailing!" Address: Hancock Hall, 3665 38th St., N.W., Washington 16, D. C.

ENSIGN HOWARD MUMFORD, '28, USNR, has been on duty in Washington since last November. Her address is 1800 Wyoming Ave., N.W., Washington, D. C.

DR. CORALIE PARKER, '21, is now at the Naval Reserve Midshipmen's School at Northampton, Massachusetts.

ANNE C. POTEAT, '38, having trained for overseas duty, is with the American Red Cross, and her address is Hq. 351st Bomb Group, A.P.O. 634, c/o Postmaster, New York City.

ANNA RIDDICK (student 1918-20) is with the American Red Cross in Calcutta, India, where she, as assistant club director, is working with the American armed forces.

PVT. VIRGINIA GARNETT SLOTNICK, '34, USMC (WR) is in the Marine Corps and graduates from "boot camp" November 13. Address: Recruit Depot, Co. F-1, Barracks 112, 17th Training Battalion, Camp Lejeune, New River, N. C.

EUZELIA SMART, '30, is with the American Red Cross as medical social worker. Our last communication from her came in May, when she was in Australia, attached to the staff at the 4th General Hospital. She says that "the work is fascinating and the challenge great. The need for Red Cross service is of such proportions that it cannot be adequately met with the present staff. There is little that I can write about the work; this I can say—I am glad I came. Just say to the Meredith girls that no sacrifice they make at home is too great for these boys of ours over here." Address: A.P.O. 924, c/o Postmaster, San Francisco, Calif.

ENSIGN NANCY VICCELLIO, '34, USNR, is now stationed at the Bureau of Naval Personnel. She writes: "Another Wave officer and I replaced a Harvard and a Yale man who will soon be going to sea. That, of course, is the main satisfaction of our becoming 'desk soldiers.'" Address: The Tabard Inn, 1739 N St., N.W., Washington, D. C.

LT. MARY HELEN WATKINS, '39, writes: "I don't think any one of us would change back to civilian life now that we are here." Address: 505 WAC Ops. Co., AAFSAT, Orlando, Florida.

SGT. SALLY R. WILKINS, '25, of Watha, N. C., is now in North Africa, according to a recent newspaper report.

VICKI WOOD, '41, is a recreation worker with the American Red Cross and is stationed at Fort Monmouth, New Jersey. She does not plan to go overseas. Address: 84 Asbury Ave., Ocean Grove, N. J.

WHO, WHERE, AND WHAT AMONG THE 1944 REUNION CLASSES

1902

Beulah Bowden—"I am just going to the classroom in general, teaching Bible and Art at Mars Hill. I had the responsibility of giving the Founders' Day address at the W.M.U. Training School October 2, 1943, and I enjoyed meeting the school and seminary classes very much."

Sophie Lanneau has been on the foreign mission field in China since the fall of 1907. She is now on the Swedish ship *Gripsholm* bound for home, Wake Forest, and is due to arrive December 2.

Rosa Paschal, Anderson College, Anderson, S. C.—"I am teaching mathematics six days in the week. My latest is studying accounting. Soon I'll be an expert—perhaps. My interest in Meredith continues strong and warm."

Margaret Shields (Mrs. S. Justus Everett), Greenville—"I have spent much time in travel in the past three years. Had a lovely four-months stay on the West Coast with visits into Mexico and Canada. This summer I was hostess at the Pan Hellenic House at the University of Tennessee."

1903

Maude Burke (Mrs. C. K. Dozier) can be reached at 2323 University Ave., Honolulu. She is working in the Japanese church and in the Bible School supported by Southern Baptists.

1904

Virginia Edgerton (Mrs. R. N. Simms), Raleigh—"Greetings to all alumnae of the early vintage! The years pass and little Simmses of the third generation (counting R. N. and myself first) now cling to our hands. Here's to the noble order of grandmotherhood. You may well welcome it!"

1919

Elsie Brantley (Mrs. Arthur Sladd), Greenville, S. C.—"When the card came asking 'write something about yourself,' I was definitely at a loss—and still am. However, I guess what my friends are interested in knowing about me is exactly what I want to know about them: *i.e.*, Are you married? How many children? Grandchildren (if any)? Sons in the service, etc.? So here goes. I've been married nearly twenty-one years, most of them spent in Alabama. Now we are very pleasantly located at Furman University. We have one strikingly handsome red-headed son seventeen years old, a freshman in college. I'll see you at *Reunion*, girls, to talk over more in detail the past few years."

Lena Bullard, High Point—"I am on the same old job, Associate District Supervisor of the Farm Security Administration. I work twenty-seven counties, including North Wilkesboro, Charlotte, Gastonia, Greensboro, Durham, Winston-Salem, Roxboro, Reidsville, etc. Our headquarters are in the post office building in High Point. Right now we are driving hard on food production for the winning of an early peace."

French Haynes, Coker College, Hartsville, S. C.—"I have taught around 3,000 college boys and girls in the last twenty years. Here's my history briefly: M.A. degree, Cornell, '21; Ph.D. degree, Cornell, '28; taught English and was Dean of Women, Howard College, 1922-33; Elon College, Dean of Women and English teacher, 1933-35; Coker since 1935, head of the Department of English at present. Since coming to South Carolina I have been president of the South Carolina Speech Association; president of the Heads of College English Departments of South Carolina. At present I'm State President of the A.A.U.W.; am on the South Carolina Committee of Adult Education; also on the Board of the South Carolina Council for the Common Good. On Sunday I teach a charming class of women about sixty and they are an alert *young* group. My hobby is sponsoring Dramatic Club and coaching plays. I give as much of my time as I can to the Red Cross Room and other war work; have taken first aid course, and am at present studying Spanish hoping thereby to learn more about our South American neighbors; am tremendously interested in the racial problem as all the South must be at this time, and am on State committee to study ways and means of bringing about a better understanding between the races in South Carolina."

Ella Johnson (Mrs. William Webb), Wilson—"I can't think of a thing to write about myself that would interest any alumna. I am completely submerged in my children and am only known in Wilson as the Webb children's mother. I could write volumes on how well John and Archibald play football and how many beaux Flora McNeill has, but who among you wants to know!"

Beulah Joyner (Mrs. Charles C. Harris), Rocky Mount—"Like everyone else I stay quite busy with the Red Cross and other war jobs, Girl Scouts and church work, and I manage to play some bridge, too. Charles, Jr., is in service. He has just received his commission as second lieutenant in Antiaircraft Corps. Martha Carolyn is in the eighth grade and quite a big girl now. I do hope that many in our class can come to commencement next May to celebrate our 25th reunion. My, aren't we getting old!"

Ararie Martin (Mrs. Lloyd W. Teague), Granite Falls—"I am living in my ancestral home—doing my bit in the war effort by 'staying by the stuff' and taking care of my six lovely daughters and young

son, while their daddy is away as an army chaplain. My two oldest are at Mars Hill for their second year."

Nona Moore (Mrs. Oren E. Roberts), Mars Hill—"We have one son who is eighteen. He is a junior at Wake Forest and is to enter Bowman Gray School of Medicine in September, 1944. I have three big jobs—teacher, wife, and mother, and I love them all dearly."

Kalie Murray is now in unoccupied China and has had thrilling and interesting experiences, especially during the war period. The Eastern Association, Woman's Missionary Union of North Carolina, which supports her, claims her as their special missionary.

1920

Blanche Burke (Mrs. F. G. Satterfield), Durham—"I spend a big part of my time these days cleaning house and cooking, as the servant problem has hit our town with a bang. In my spare moments I do Girl Scout work, church work and various community jobs that come up, as well as play bridge, read and go to the movies. Last but not least, I attend Meredith alumnae meetings as we have a fine club in Durham."

Ophelia Johnston (Mrs. Grover B. Nance), Portland Penna.—"In addition to other duties, I am teaching social studies in the sixth, seventh, and eighth grades at Martin's Creek, Penna. I have one daughter, Mary Lou, who is a junior at Meredith. I am looking forward to attending commencement next year."

Thelma Lee (Mrs. A. Y. Cottrell), Lenoir—"I'm living in this beautiful little town twenty miles from Blowing Rock. I spend my time caring for my home, husband, and ten-year-old daughter, Ernestine. I teach Sunday school, work at the Red Cross, am a volunteer helper on the ration board, and still have time for some social activities."

Mae McMillan (Mrs. W. W. Olive), Southern Pines—"I have been owner and manager of a restaurant here for six years. I do all the buying, planning, and baking; so you see I am busy most of the time. I have two girls, Irene and Jean. Irene is a freshman at Meredith and Jean is in the ninth grade here. Come down and eat with me sometime."

Jessie Stillwell (Mrs. J. E. Latta), Hillsboro—"I have been teaching for the past fifteen years in the Hillsboro High School; have a daughter, Madeline, in the graduating class (1944) at Meredith. I participate in many and varied community activities—notably the church and the grange. My husband operates a large dairy and, of course, I am partner in that."

Eugenia Thomas (Mrs. J. Paul Davenport), Pactolus—"I am so thoroughly busy keeping house, feeding my family, picking and can-

ning vegetables, and helping in various community activities that I sometimes wonder if I am the same Genie Thomas who spent so many years learning and imparting music. I do hold to my organ and choir, however, which gives me a chance to express what is so much a part of me."

Glenn Ward, Winston-Salem and Edenton—"I am teaching first grade in Ardmore School, but I find time for singing in the choir, rolling Red Cross bandages, taking an active part in professional organizations, playing at interior decoration, sewing, writing, and a date now and then. I can't make the pictorial section. I don't have any children except those that people lend me from 8:30 to 1 o'clock on week days; but I shall enjoy seeing yours."

1921

Mildred Beasley (Mrs. Henry L. Stevens, Jr.), Warsaw—"The years have been good to me. I still have my hair, my teeth, my cook, and my laundress. My only child (Henry L. III) is a private in the Marine Corps, stationed at the University of North Carolina, where he is a senior. I spend my time in war activities even to raising chickens—and I do teach at Sunday school."

Jeannette Biggs, Knoxville, Tenn.—"Apparently the inoculation was complete, for I am still teaching. I am an 'all-Southern,' too, having taught at colleges and universities in South Carolina, Oklahoma, Alabama, Louisiana, and Tennessee. At present I am Associate Professor of Nutrition, School of Home Economics, University of Tennessee."

Iuez Boyd (Mrs. Joe Ellen), Battleboro—"I am just a typical farmer's wife, busy from morning until night, making a home for my husband, fourteen-year-old son and twelve-year-old daughter—with poultry raising as a side line. There is never a dull moment, for with a little war work, a little school and club work, and quite a bit of church work, there's the added thrill of eagerly awaiting each day's mail which usually brings news from my eighteen-year-old sailor lad away in aviators' electrical school."

Elizabeth Cullom (Mrs. Fant Kelly), Rockingham—"I have enjoyed seeing the children of other Meredith girls so much. Mine are 'platinum blondes.' I'm teaching chemistry again this year and I hope school will close in time for me to join the others at commencement."

Mattie Macon Norman (Mrs. Phil E. White), Leaksville—"My children—Geneva Jo, sixteen, a senior in high school, and Norman, ten—and I have an apartment here. I enjoy living here very much. At present I am secretary of the Missionary Society of the First Baptist Church."

Nellie Olive (Mrs. Carl Goodwin), Apex—"Life is still a great adventure for me and full of challenges and joy in achievements along the way, even though I am 'fat and forty.' I have three children, two sons of fourteen and sixteen, and a daughter of ten. Besides my duties in the home, I help in my church, P.T.A., and on the outside find time for a playing acquaintance with Beethoven, Chopin and Schubert."

Coralie Parker, Marion, Ala.—"I have been teaching Economics and Business Administration at Judson College for about four years, but I expect to leave here soon for Smith College to go in training as a Wave."

Ella Janet Pierce, Mars Hill—"I am carrying a full-time teaching schedule in the Department of English as well as serving as head of the department. At present I am finding pleasure in giving, likewise, four hours a week to first aid instruction."

Mary Sullivan (Mrs. W. O. Kelley), Raleigh—"I keep house for my husband and two children, Gordon, sixteen, and Alice Joe, six, and write plays for Senior Class Day exercises. I pass 'old Meredith' every time I go shopping."

1922

Juanita Arnette (Mrs. William E. Matthews), Laurinburg—"I am just a house wife with church and civic work thrown in for good measure—all of which has been made harder by the war and two camps nearby. However, I'm not too busy to welcome any of you. I hope to go to commencement to see our oldest daughter, Annie Mary, graduate. We have two other daughters, Melissa, eleven, and Jane, five."

Ann Eliza Brewer, Gainesville, Ga.—"I'm still Ann Eliza Brewer and I still teach at Brenau College. The nice part about it is that I still like teaching as much as ever."

Katherine Brown (Mrs. J. P. Leeper), Tampa, Fla.—"My family, consisting of my husband and myself, came to the 'land of sunshine' approximately 18 months ago. We're both in the Tampa school system—he as athletic director and coach, and I teach English. We're very happy here; in fact the only flaw is the distance from North Carolina."

Ruth Cough (Mrs. LeRoy Allen), Raleigh—"I'm still in Raleigh and still going to Meredith, this time as teacher instead of pupil. The habit is catching; even my sons go to Meredith every week-end. Roy, Jr., enters Bowman Gray in January and Rufus is a junior at Carolina. Much as I love to be at Meredith, I really think I've missed my calling; the result of my summer's plowing and hoeing has convinced me that the Department of Agriculture is really unfortunate in not having me on the staff during this period of food shortage. Even at the moment, my interest wavers between the stack of freshman themes

on my desk and the patch of turnip salad from which I'm getting my vitamins. These diversions, along with the rest of my list, help to console me for the alarming increase in wrinkles with which my mirror confronts me."

Minnie Hollowell, Charlotte—"I'm living here and teaching out close by, at Newell. And I'm enjoying living here, especially attending the alumnae meetings. Hope I can be at Meredith for my reunion this year."

Bert Moore (Mrs. Z. V. Morgan), Hamlet—"I am married to a lawyer and my three children are Zeb, Jr., fifteen, Laura, thirteen, and Richard, three. Besides running a home and gardening, I have taken part in church work and woman's club activities, and at intervals have helped my husband in his office. I am still living in the same house in the same town in which I lived when I attended Meredith."

Sarah M. Nooe, Charlotte—"This is my tenth year at Queens College teaching Biology and related courses. Charlotte is a nice place to live, especially with two of my classmates in the same place. My hobbies are gardening and bird study."

Beatrice Nye (Mrs. Ben Suttle), Shelby—"I'm still teaching and doing practically the same things that dozens of other Meredith sisters are doing. My older boy, Ben, Jr., is at U.N.C. in the V-12 Naval Training Unit. All Meredith girls are united in one hope, I feel sure—that of longing for the days when these boys of ours will be home again."

1934

Blanche Allen (Mrs. Maury T. Wood), Chinquapin—"I'm better known as Mrs. Tim, the wife of a fairly prosperous farmer. My chief pastime now is playing farmerette. And I am a teacher here in this eastern Carolina town. With these two roles, it is needless to say what goes with my spare time and beauty sleep!"

Josephine Arnette (Mrs. Whitelaw Kendall), Shelby—"We are still living in Shelby and have two children, Jo Anne, six, and Whitelaw, Jr., three. I am director of music at the Shelby Presbyterian Church, so am still singing."

Dirie Lee Bale (Mrs. O. B. Mylum), Berea, Ky. "Being the wife of a Baptist minister in a college town with more than seven hundred Baptist students gives me full-time employment."

Jewell Ballentine (Mrs. M. B. Stephens), Varina—"Keeping a post office these days is quite a job. Keeping house too is still another. Combining the two is my life—and I love it!"

Katherine Blalock (Mrs. E. G. Cheatham), Oxford—"I'm still living in Oxford and teaching for the time being. I am expecting my

husband home about the first of December on the exchange ship from the Orient. It will be the first time I have seen him in three years—at which time I had to leave Shanghai myself.”

Eliza Briggs (Mrs. George Culberson), Pensacola, Fla.—“I am now a ‘navy wife,’ George having been commissioned lieutenant in the U.S.N.R. last February. We are living here where George is teaching navigation and find navy life interesting and very different. Liza Lee is now eight and a half and like her ma, very enthusiastic over her studies! She is in the third grade. I think of good ole ‘34 often and wonder where all the girls are. The war has broken so many homes, I know we’ll all be thankful when it’s over and we can resume our normal lives. I have been lucky so far. Best regards.”

Katherine Davis (Mrs. Thomas Lynn Ogburn), Winston-Salem—“After graduation I attended Graduate School at the New York School of Art and the National Academy for a year. Then I taught art and was head of the department in Salem College for five years. I was married in June, 1936, and in 1940 I had a baby daughter—Kaylynn. I still have a studio at home and keep pretty busy doing portraits and other work.”

Helen E. Dobson, Wilmington—“For the past several years I have been teaching English in the Junior High School Department of the Wilmington City Schools. Last summer I worked in the Housing Office of the North Carolina Shipbuilding Co.”

Margaret Shields Everett (Mrs. R. L. Howland), Raleigh—“My two little girls keep me busy these days. I enjoy A.A.U.W. work and the Junior Woman’s Club here. I am looking forward to our reunion at commencement.”

Virginia Garnett (Mrs. Morris Slotnick), Camp LeJeune, New River—“I spent last year in California and hope to go back after the war. We celebrated our fourth wedding anniversary on July 23.”

Catherine Hayes (Mrs. Percy L. Weeks), Staley—“After teaching five years, I have become a busy housewife. My husband is principal of the school here, and we have two little girls. This is a full-time job, but I hope to have time to go to our class reunion next spring.”

Louise Hocutt (Mrs. Lambert E. Turner), Wilmington—“I am teaching in one of the Wilmington schools; have no children.

Grace E. Lawrence, Camp Mackall—“I am hospital librarian here and find my work very interesting. I am in charge of the medical library, which is for the use of officers only, and the general library. I live in nurses’ quarters and eat in officers’ mess, but am still a civilian.”

Irene Little (Mrs. John T. Still, Jr.), Raleigh—"I am living here at mother's for the duration. I have a daughter, Martha Anderson, two years old, and that is what I do—take care of her."

Mary Decie Luther (Mrs. H. G. Cuthrell), Marshallburg—"I'm teaching public school music in the Smyrna school and keeping house. My husband is a Methodist minister here, so my church work, along with my other duties, is enough to keep me busy most of the time."

Emily Miller (Mrs. James S. Lay, Jr.), Arlington, Va.—"I am engaged in vital war work as follows: (a) morale builder for my husband, an army major; (b) nursery director for my two big girls, Carolyn, three and blonde, and Patsy, one and red-headed; (c) sister by proxy for British officers with whom my husband is associated. Incidentally, I am plying my psychiatric social work trade as a Red Cross volunteer. I might add that I'm applying now for a furlough for our reunion."

Marie Mitchiner (Mrs. N. B. Woodward), Richmond, Va.—"Dr. Woodward and I have lived here since 1939, where he has been engaged in the practice of dentistry. Though my family chores keep me quite busy, I still find time to take active part in church and club circles."

Isabel Morgan (Mrs. Judson G. Jackson), Layonia, Ga.—"Nearly ten years! The first three went according to schedule, school teaching in North Carolina. Then I went to W.M.U. Training School in Louisville. I left not only with a master's degree but with a preacher husband. Being a pastor's wife I've found a wonderfully busy and happy career; but since last year when Ramon Gordon appeared on the scene, our life has been even busier and happier."

Mary Lois Parker (Mrs. Frank Meacham)—"Verona," Jackson—"I have a daughter, Mary Jane. Here's hoping we can pool our gas and get together for our (can you believe it!) tenth reunion. What a lot of fun we shall have 'catching up' on the past ten years."

Sledge Ricks (Mrs. Elmer Daniel), Elizabethtown, Ky.—"I am living with my husband, Major Daniel, who is stationed at Fort Knox at the present. We have a three-months-old baby boy, Elmer Ricks Daniel."

Eleanor Rozar, Evansville, Ill.—"At present I am enjoying this bachelor-woman's life that I consider myself living. Recently I came here because of the acute shortage of doctors to assist with refractions of eyes—in which field I have specialized. I am a registered medical technologist, but my work is limited to those tests that deal directly with eyes."

Jean Simpson, Thomasville—"I taught English for a while and then went into library work. This year I am librarian in the Thomasville schools."

Vara Lee Thornton, Lillington—"I am teaching second grade here. That with all the extras that school teachers are called on to do, takes up most of my time."

Louise Turlington (Mrs. Bryan Maynard), New Bern—"I am just another busy housewife. We have two daughters, Patricia, six, and Dorothy, four. We have been living in New Bern temporarily for two years, where my husband is employed in construction work."

Sarah Elizabeth Vernon (Mrs. William Miller Watts), Burlington—"Domestic."

Marguerite Warren (Mrs. George Noel, Jr.), Lancaster, S. C.—"We are living here where George practices medicine and I look after our private nursery composed of Tommy, four, Rita, two, and Jere Warren, eight months. I find outside interests in choir directing, music and book clubs, U.D.C., D.A.R., and painting. There's never a dull moment around the house."

Margaret Whittington, Elon College—"I am head of the Voice Department at Elon College this year; faculty sponsor of Christian Association; director and soloist in college church. Since you have heard from me I have gotten my master's degree in music from the University of Michigan; also attended Juilliard Summer School; taught two years in Hastings College, Nebraska. Should love to come by Meredith."

Carolyn Wray, Boiling Springs—"I'm librarian at Gardner-Webb College."

Ella Lee Yates (Mrs. Keith A. Arledge), Hendersonville—"I have been married for three years; my husband is a lieutenant in the U. S. Marine Corps Reserve, now stationed in West Palm Beach, Fla. We have a daughter, Linda Lee, nearly a year old."

1939

Louise Bashford, Rutherfordton—"This is my second year teaching Bible in the Rutherfordton-Spindale High School. Don't know when I ever enjoyed anything so much as being an old maid school teacher."

Frances Batchelor (Mrs. Russell Harris), Peru, Ind.—"My husband is a lieutenant in the navy and is stationed at Bunker Hill, Ind. We have a three-year-old daughter, Linda Carole, and a son born September 26."

Barbara Behrman (Mrs. Howard McClain), Chapel Hill—"At present I am at W.C. of U.N.C. as substitute B.S.U. Secretary for two months. Then I will be in Chapel Hill going to school at U.N.C. where my husband is in graduate school. We have no children as yet."

Sada Louise Clarke, Richmond, Va.—"After three years in the teaching profession I am now with the Fiscal Agency Department of

the Federal Reserve Bank of Richmond. I'm finding it quite a 'swell' feeling not being a school teacher."

Annie Elizabeth Coward (Mrs. Lionel Salter), Goldsboro—"I have a brand new baby girl, Carolyn Frances. Most of the other seniors of second floor A have families and I couldn't be left behind! I'm not so busy though that I don't miss being in school this fall, for the first time since I started 19 years ago. I miss Meredith, the pals I had there, and all it stood for to me."

Dot Crawford (Mrs. Donald James Gibb), Goldsboro—"I was married to Lt. Donald J. Gibb on December 28, 1942. We lived in Columbia, S. C., and Walterboro until he went across in April. He is now a pilot of a B-25 bomber in New Guinea. I am home for the duration, helping keep house, teaching Sunday school, and helping with a scout troop."

Doris DeVault, Fall Branch, Tenn.—"I'm employed by our State Baptist Board as a general missionary in Eastern Tennessee."

Dorothy DeVault, Louisville, Ky.—"I am attending the W.M.U. Training School here."

Helen Eighme (Mrs. Louis H. Asbury, Jr.), Raleigh—"Have been with my husband, an ensign with the Seabees of the Navy; accompanied him to Boston where he embarked for overseas duty. There are plenty of girls in the same boat I'm in and we're all hoping for the best!"

Mary Lee Ernest, Greenville—"Last May I saw graduated the students who were freshmen when I began my work as B.S. Secretary at E.C.T.C. This year I am a freshman all over again and am having lots of fun as I start out with another group of first-year students."

Minnie Anna Forney, Durham—"1943 still finds me at Duke. I am medical laboratory technician in charge of the biochemistry lab at Duke Hospital, where I not only supervise the routine chemical analysis of the hospital but also assist in training student technicians."

Dot Hagler (Mrs. Clarence Gregory), Front Royal, Va.—"Clarence and I have been living here for the past two years and we are quite happy. He is with the American Viscose Corporation, and as there are several N. C. State men at the plant, we feel right at home. I enjoy keeping house and taking part in civic activities."

Tommie Herring (Mrs. J. M. Hayes), Jacksonville—"Never have I had such a wonderful time as I am having since my husband returned from Guadalcanal and we began keeping house just outside Jacksonville. Jimmie is still a captain and has been made camp law officer just recently."

Margaret Holland, Nassawadox, Va.—"I am teaching the seventh grade at Birds Nest Elementary School. Love to all my friends."

Beth Howell, Richmond, Va.—“After having been in my adopted state since graduation, I find the old home state (Virginia) in need of me. This fall I began my duties as minister of music and minister’s assistant at Ginter Park Baptist Church. There are a number of Meredith girls here, and it is wonderful to renew these friendships.”

Julia Hunt, Lattimore—“I have very happy memories of Meredith and the time I spent there. After graduation I taught home economics for two years; since then I have been an assistant home supervisor with Farm Security Administration at Rutherfordton.”

Elizabeth Jackson (Mrs. J. Leonard Middleton), Philadelphia, Pa.—“The year following graduation was spent teaching the fourth grade at Rolesville School, but it was too near Wake Forest for the good of the teaching profession. In September, 1940, I married my deacon preacher and we both entered Crozer Theological Seminary in Chester, Pa. Some of my activities included the presidency of Crozer Woman’s Guild and secretary of the Student Government. My husband and I received our Bachelor of Divinity degree this past June and we will be in Philadelphia this year, where my husband will continue his studies at the University of Pennsylvania. However, I must add—three years in Yankeedom have not ‘tainted’ my Southern blood.”

Blanche Johnson (Mrs. J. H. Fall, Jr.), Edgewood, Md.—“We are living here, where my husband is with the Edgewood Arsenal. We have a fine boy, James H. III, born July 26.”

Margaret Lee Liles (Mrs. Horace R. McSwain), Oberlin, Ohio—“After four years of married life, which have included time spent in learning to keep house and cook, taking work in Oberlin Seminary, being a minister’s wife, and assistant librarian in the Oberlin Graduate School of Theology, I am about to try something new: being a ‘house mother’ to twelve college girls. Horace hopes to be in the chaplaincy by January, so I am depending upon my library work and the twelve girls to keep me busy until after the war, when we plan to move back to North Carolina.”

Mary Jane Lindley (Mrs. W. J. Bull, Jr.), Canton—“One word can just about cover my activities—housekeeping—and I’m just as contented and happy as can be. I have a daughter, Marylin.”

Edna Martin (Mrs. Rae Scarborough), St. Mary’s College, Calif.—“I am keeping house for my husband who is an ensign in the Navy.”

Charlotte Peebles, Woodsdale—“It’s all Uncle Sam’s fault! Although it is fun (for a while) to teach English at Bethel Hill High School, my life was not dedicated for keeps. You’ve guessed it! I’m just one of those girls with only one ring on the third finger, left.”

Linda Riddle (Mrs. J. de la Rama, Jr.), Arcadia, Fla.—“I resigned my commission as lieutenant in the WAC’s in August to be married

to A. C. J. de la Rama, Jr., of Raleigh and Manila, P. I. At present we are here in Arcadia. I'm afraid I'll be far away from Raleigh when you all gather again."

Paulyne Stroud (Mrs. M. F. Jones), Kinston—"Am nursing a three-months-old baby, teaching thirty-three piano and voice pupils, and directing the First Baptist Church Choir."

Annie Tarleton (Mrs. William S. Stancil), Norfolk, Va.—"I am living here where my husband is stationed with the Coast Guard. I am teaching and enjoying it very much."

Dorothy Willson (Mrs. Joe Frye), Colorado Springs, Colo.—"I am following my husband from one army post to another and having fun with Carol, two years old now. Joe is at Camp Carson now and we like it here in Colorado Springs."

Maurine Winfree (Mrs. Ronald A. Patterson), Newport News, Va.—"For three and a half years I have been the wife of Ronald A. Patterson. At present we are at Newport News where I spend my time cleaning house, sewing, cooking, and working at the Red Cross."

1940

Minetta Bartlett (Mrs. James Newbold), Kinston—"Jimmy is overseas in England, so I am living with Mother and teaching in the seventh and eighth grades, hoping he'll come home soon, and thinking of the good old Meredith days."

Nora Binder (Mrs. J. Douglas Leitch), Mount Airy—"This fall I am living back home, teaching English, French, and Physical Education in a school ten miles away. Every chance I get I go to New York to see my new husband who is in the army. I hope we won't be too scattered by the war to get together for our reunion."

Helen Canaday (Mrs. Albert Simms), Littleton—"I'm living a busy but happy life as a Baptist preacher's wife. I have a seventeen-months-old son, Albert, Jr., who keeps me on my toes every minute."

Margaret Jane Childs, Louisville, Ky.—"I am in my second year at the W.M.U. Training School and plan to finish this year. There are nearly twenty alumnae here in Louisville and sometime we are going to find time from our studies for a get-together."

Edna Earl Coggins (Mrs. Harry Crow), Charleston, S. C.—"Harry is stationed here in the army hospital. I am keeping house and doing some civilian defense work."

Virginia Anne Craver (Mrs. Das Kelly Barnett), Chapel Hill—"Since June my husband has been minister of the Chapel Hill Baptist Church. We find that the opportunities for service and the advantages of a university town make this a most pleasant situation in which to work."

Frances Dixon (Mrs. Ralph S. Leete), South Boston, Va.—“I am living here and my family consists of my husband and baby daughter, Linda Dixon, who will be a year old on October 21. She keeps me very busy, but I enjoy it.”

Gertrude Foster (Mrs. J. S. Boone), Chapel Hill—“I have now joined that host of homemakers and we are living here where I enjoy being housewife and mother for my husband and baby daughter, Betty Roberts, born June 18.”

Marjorie Freeman (Mrs. Roscoe Strickland), Raleigh—“My life these days is really a mad rush trying to live in two places at one time, but it's rather wonderful at that. My husband (of two months) is located in Burlington, but for the time being I am continuing with my work as assistant home demonstration agent in Wake County. Keeping up with everything is like a three-ring circus—and such a grand one. I enjoy my work very much and, of course, being happily married is ‘tops.’”

Dorothy Green (Mrs. N. C. Napier), Petersburg, Va.—“I have a new boss six months old. He is entirely merciless in his requirements and has never heard of a forty-eight-hour week. I could get no help from joining a labor union. He is an absolute dictator (in many respects) but for some reason I am perfectly happy to be trampled under his bootees.”

Edith C. Harrell, Wilmington—(Lieutenant)—“I wish that I could visit Meredith for a week end, but army regulations won't permit such freedom.”

Jessamine Holder (Mrs. Frank Bryan), Garner—“I have an eleven-months-old baby, Steve, so I have my hands full keeping house and trying to keep him out of mischief.”

Sarah Hudson (Mrs. J. H. Phillips), Fort Wayne, Ind.—“My candidate for Meredith freshman in 1960 is now seven months old. We have been visiting in Knoxville but are joining my husband, an engineer with General Electric in Indiana.”

Louise Lane (Mrs. J. Elwood Roberts), Boone—“Since graduation I have been employed by the State Convention as B.S.U. Secretary at A.S.T.C. until June 30th. My husband is employed as professor of theory in the music department. I am teaching organ and voice at present.”

Frances Lanier, Baltimore, Md.—“I am working at the Glenn L. Martin Company here in the Flight Test Department as a junior stress analyst. I have been here over a year and like my work fine.”

Eddie Belle Leavell (Mrs. John Newport), Louisville, Ky.—“We are still at the Seminary where John is in school.”

Ruth Martin, Marietta, Ga.—“I am educational director of a Baptist church in a defense area. In the last year the population has doubled and is now tripling itself. New people, new houses, new streets, and no new building keep us busy solving problems and visiting. I am happy and we seem to be doing some good.”

Elizabeth Neill (Mrs. Jack B. Fortune), Granite Falls—“I am still living here, keeping house and loving it after nearly two years. I'm very happy and wouldn't change places with anyone.”

Lois Sawyer (Mrs. H. B. Pritchard), Greensboro—“Married, but another ‘war widow’ temporarily. Besides trying to be young peoples’ (W.M.U.) leader in the First Baptist Church and teach an intermediate class of girls, I am also trying to be principal of a grammar school here.”

Katherine Stinson, ex-'40—N. C. State College, 1941. Mechanical Engineering with Aeronautical option. Now associate aeronautical engineer in air craft engineering division of the Civil Aeronautical Administration.

Martha Stroup (Mrs. Wm. H. Snyder), Spruce Pine—“I am teaching school here and am liking it very much—this experience, teaching mountain children. My husband is in the army, now stationed in Arizona, so school teaching helps me to occupy my mind. I feel that in so doing I'm really helping these children to be better citizens, so when they grow up, this shall not happen to them.”

Jane Washburn (Mrs. James Reinhardt), Durham—“I am working at the Y.W.C.A. with the teen age group as Girl Reserve secretary. Although the work is fairly new, we have an enthusiastic group and I'm having the time of my life! I still get a kick out of being a doctor's wife.”

Virginia Lee Watson (Mrs. Tom Cooper), Brooklyn, N. Y.—“My husband is a lieutenant in the Navy and is temporarily located at the Brooklyn Navy Yard. Little did I dream, even as an ‘all wise senior,’ that this Meredith daughter would be in so exalted position—namely, the fourteenth story as a New York resident. In spite of my West Virginia mountains I find the skyscrapers just a little too high! However, it is a wonderful experience to live in a big city and I am most thankful that Tom, Tommy, and I can be together.”

1941

Emma O. Barker, Shallotte—“I'm still here beginning my third year of teaching.”

Nancy Bradsher (Mrs. Tucker Burruss), Salisbury—“I'm still busy keeping an apartment and chasing year-old Anne. Meredith does not pay enough attention to us ‘homemakers’—we furnish the future student body.”

Elizabeth Britt (Mrs. Wiley G. Bradley), Fort Lewis, Wash.—“My husband is now stationed here and we have a lovely home on the Post. In addition to my duties as housewife, I have a very interesting job. This Northwest country surpasses all tales of its scenic beauty.”

Lucy Lee Butler (Mrs. Ivan W. Smith), Salem, Mass.—“Being married to a geodetic engineer gives one a wonderful opportunity to travel. We spent the summer of 1942 in the Catskill and Adirondack mountains; the following winter in Palm Beach; then to northern New England for the summer. We expect to be in San Angelo, Texas, this winter.”

Alma Carlton (Mrs. J. R. Barnett), New Orleans, La.—“I’m just another army wife. My husband entered the army as a chaplain last January and I have been ‘tagging along’ ever since. We were in Cambridge, Mass., for a month; Palacios, Texas, for six months; and now in New Orleans. While at Palacios, I served as educational secretary of the Baptist Church and now I am teaching in one of our Baptist missions here.”

Sarah Catherine Downs (Mrs. B. G. Bass), Louisville, Ky.—“After graduating I taught school in Lexington. In June I married a man who is entering the ministry. We will be here at our Southern Baptist Seminary for several years.”

Eleanor Evans (Mrs. William H. Lewis, Jr.), Portsmouth, Va.—“I am now here with my husband who is a senior engineer for the U. S. Government in the Navy Yard. I am teaching fourth grade in the Westhaven School here and enjoy it very much.”

Betty Fleischmann, Richmond, Va.—“I am a social worker now with the Children’s Home Society of Virginia. I attended William and Mary Extension last year and am still taking two classes. I have begun my master’s thesis and hope to have it completed by February. I am very happy in my work.”

Mary Elizabeth Foster, Chapel Hill—“For the past two years I have taught school in the Elkin City School system. At present I am studying for my master’s degree in health education at the university.”

Agnes Freeman (Mrs. R. B. Myers), Colerain—“I’m teaching at the Mars Hill School here because my husband is a pilot with the Army Air Force.”

Frances Grayson, Philadelphia, Penna.—“I am now living in Ridley Park and commute to Philadelphia for work. I’m working with the army engineers as an inspector and like it fine.”

Mary Scott Gurley, Richlands—“I am still here as Onslow County Librarian and busier than ever because I have a smaller staff now.”

Olive Hamrick, Raleigh—“I have a job I like very much—teaching the blind children in Raleigh to play the violin. It’s nice work.”

Susan Holliday, Raleigh—"I'm working with the State Department of Public Instruction and have been for over a year. Am still living at home."

Elizabeth Hostetter (Mrs. Robert A. Ponton), Greensboro—"I'm living here—nothing of importance is happening right now."

Ida Willa Howell (Mrs. William C. Friday), Portsmouth, Va.—"We were most fortunate for we were given quarters on the Depot—a seven-room house and Napoleon (my house boy) is making life just too easy for us. Every Thursday night finds me at the Norfolk branch of William and Mary studying interior decoration."

Loleta Kenan, Princeton—"I'm teaching English for the third year here in our high school. Believe me, my students and I are remembering that those boys 'over there' deserve nothing short of our fullest best work here. This opportunity is the lamp of my daily work. My name is still spelled with five letters, but when the lights go on again, you may add a six-letter one to it."

Rachel Maness, Denton—"Yes, I still go under the title of 'Miss' and I'm still in the noble teaching profession. This is my third year teaching math, and I like it better with each year!"

Aylett Oliver (Mrs. George Hill Lewis, Jr.), Louisville, Ky.—"We have come South again to live. Since April we've been here. Just how long we'll stay depends on 'Uncle Sam.'"

Annie Laurie Overton, Southern Pines—"I am director of music in the schools here and I'm enjoying being in this lovely resort town doing things the tourists do—golf, tennis, dancing, horse shows, polo, etc. I still retain my church status and help out the Red Cross."

Annie Laurie Parker (Mrs. R. M. Cocker), Pensacola, Fla.—"I was a primary school teacher in Arlington, Va., the year following my graduation. Then from June, 1942 to April, 1943 I was cryptographic clerk for the Signal Corps of the Army Intelligence. In April I married Roland M. Cocker, an ensign in the Naval Air Corps, and we are now living here where he is an instructor in PBV's."

Janie Parker, Richmond, Va.—"I'm at last beginning my first job and really I'm just as happy as I can be. Last year I attended Tobe Coburn School for Fashion Careers in New York and now I'm taking assistant buyer's training at Thalheimer Brothers in Richmond. I hope to be an assistant buyer if I qualify."

Josephine Pittman, Chattanooga, Tenn.—"Strictly speaking I'm drafting with the T.V.A.—still like it though now I'm on shifts and what I'm doing is a military secret."

Betsy Shaw Pruchte, Wadesboro—"I am teaching school here and like it fine."

Hannah Ruth Spruill, Windsor—"I am an assistant home demonstration agent; enjoy the work, especially since I'm in my home county, Bertie."

Helen Swaim, Winston-Salem—"I'm still a secretary and love my work. It's fun but hard at the present."

Portia Tatum, Fayetteville—"I'm still here working with the Social Scenrity Board, Bureau of Old Age and Survivors Insurance as claims clerk. I like it fine, but I'm surely in the same boat with a number of other Meredith girls—working at something almost wholly foreign to what I expected when I was in school."

1942

Cleo Baucom (Mrs. Sam Tarlton) was married at Easter to a lieutenant (j.g.) in the Navy and is now living the typical life of a naval officer's wife. At present she is in Miami, Fla.

Dot Beale, Norfolk, Va.--"You ask where I am and what I'm doing? I'm in the midst of the fuss 'n stewing over high prices and labor shortage of an eastern portage, Norfolk—near Suffolk, Here—I work. I'm not a riveter, or bus driver, or anything exciting. I'm merely keeping the workers' kids multiplying 'n dividing!"

Margaret Kemp Bunn (Mrs. W. H. Fletcher), Wendell—"I'm residing here and teaching the sixth grade. Also, I'm directing the Senior Girl Scouts."

Nettie Lewis Byrd, Durham—"I'm teaching third grade in the Mangum School."

Marie Chesson, Spring Hope—"I'm back teaching piano and public school music and like my work very much. The people here are very co-operative and friendly."

Catherine Chiffelle, New York City—"I'm a student in the School of Journalism at Columbia University and am living at International House. Specialty: getting lost in New York City!"

Betty Clingan, Clifton Forge, Va.--"I'm teaching the seventh grade here and I'm seriously considering becoming a member of Uncle Sam's Navy either in matrimony or as a 'Wave'—an officer either way, I hope!"

Ruth Crissman (Mrs. Thomas G. Harris), Gibson—"My husband is still stationed at Camp Wheeler, Georgia, and we have an apartment in Macon. I am keeping house and taking care of our six-months-old son, Tommy. That is quite a job."

Addie Davis, Elkin—"I'm enjoying my work with the First Baptist Church of Elkin."

Louise Dickie (Mrs. M. Formyduval), Lawton, Okla.--"We're here in the wild and woolly West. One potential Meredith girl, Aliee Ann.

age three months, is waiting with us to come back to North Carolina to live."

Elizabeth Garner, Hampton, Va.—"I am still working as a junior mathematician with the National Advisory Committee for Aeronautics at Langley Field. 'Ro' Daniel is here too. We both like it very much."

Mary Helen Gatlin (Mrs. Neil Senter), Yuma, Ariz.—"I am with my husband who is on desert maneuvers. I'm teaching in the Yuma city schools—the fifth grade."

Virginia Gilliland, Macon—"For the present I have given up the teaching profession in order to keep house for my father."

Virginia Greene, Shelby—"I'm staying at home now and teaching public school music as well as seven private pupils. I'm a Red Cross nurses' aide and spend many free hours working in the hospital."

Mac Grice, Chapel Hill—"I'm living here working for the navy and working on a B.S. degree in Library Science."

Bertha Marie Harrell (Mrs. Albert Owens), Stantonsburg—"I'm teaching school in my home town and keeping house for my husband, all of which I find extremely enjoyable."

Margaret Hine, Winston-Salem—"I continued my studying, graduating this past spring at W.C.U.N.C. with a B.S. degree in Secretarial Administration. Now I'm working in the office of Indera Mills. Hope the reunion this year will be a big success."

Annis Hines Hooke (Mrs. Robert), Raleigh—"I have been spending my time learning how to be a better homemaker. I have a new son, born April 23rd, named William Hines Hooke—'Bill' not 'Billy.' He has blue eyes, brown hair and a wonderful disposition."

Mary Sue Jackson (Mrs. Peter Mellette), Philadelphia, Penna.—"I'm still on my way toward that M.D. Last winter I spent on a research fellowship at U. N. C.; but I'm now research assistant in physiological Chemistry at the Medical School of the University of Pennsylvania, and I'm going into full medical work in January. I was married in June and my husband graduates from Crozer Seminary next spring. I'm asking Alma Mater's blessings as I set forth on my three-fold mission as 'pill slinger,' minister's wife, and homemaker."

Nancy Johnston, Winston-Salem—"This year I'm living at home and teaching an eighth grade (all subjects) at Reynolds High School."

Peggy Royster Jones, Raleigh—"I am teaching piano at the State School for the Blind; church organist at the West Raleigh Presbyterian Church; busy keeping up my piano and organ practice. I'm also a member of the Raleigh Music Club and St. Cecilia Chorus, and

vice president and program chairman for Raleigh Chapter of Meredith Alumnae."

Madeline Kivett, Gastonia—"The fifth grade is what I'm teaching and enjoying very much."

Virginia Lancaster, Snow Hill—"I'm home demonstration agent of Greene County and I'm enjoying my work lots—helping farm families do their share toward world peace. I'm still the same old 'Lanky' and an old maid—but not for long if Leon can speed up the remaining year and a half in medical school at Wake Forest. 'Twill be nice to have another doctor in the class, even if we will be dead with old age when he gets it."

Josie Lassiter, Warrenton—"I'm teaching history at the John Graham School in Warrenton this year."

Virginia McGougan, Lumberton—"I'm teaching (second year) in Lumberton. Besides working I keep busy helping entertain soldiers at the U.S.O."

Margaret Martin, Rockingham—"Still teaching school."

Myra Sherman Motley, Louisville, Ky.—"I'm at the W.M.U. Training School here and I hope to be graduated in the spring with an M.A. in Religious Education. After that I shall probably do some type of educational work."

Nancy Nuckols, Louisville, Ky.—"I'm still teaching first grade here and taking post graduate work at the University of Louisville."

Myrtie Peterson, Bellarthur—"For seven hours a day, five days a week, I sit droning out the three R's to twenty-eight fourth graders. For variety I repeat daily: 'Attention! 1-2-3-4,' and twice a week: 'do-re-mi-fa-so-la-ti-do' to the young ladies and gentlemen of the Arthur High School."

Mary Hester Powell, Kinston—"The board hired me back this year! Have certainly discovered the truth of that statement, 'school teachers are supposed to know everything.'"

Amelia Pruitt (Mrs. D. Lawrence Nichols), San Antonio, Texas—"Lawrence is stationed at Ft. Sam Houston and we have a five-room apartment here. We just love it. The Alamo City is full of interesting sights."

Mary Swann (Mrs. Alton L. Bullard), Winston-Salem—"Greetings! I am happily working for Uncle Sam and keeping house, while my husband is a student at Bowman Gray School of Medicine. When you are in Winston-Salem, come to see us."

Elizabeth Tucker (Mrs. W. R. Wagoner, Jr.), Louisville, Ky.—"Married August 6, 1943; studying with my husband at the Seminary; working in Anburndale Baptist Church where he is pastor."



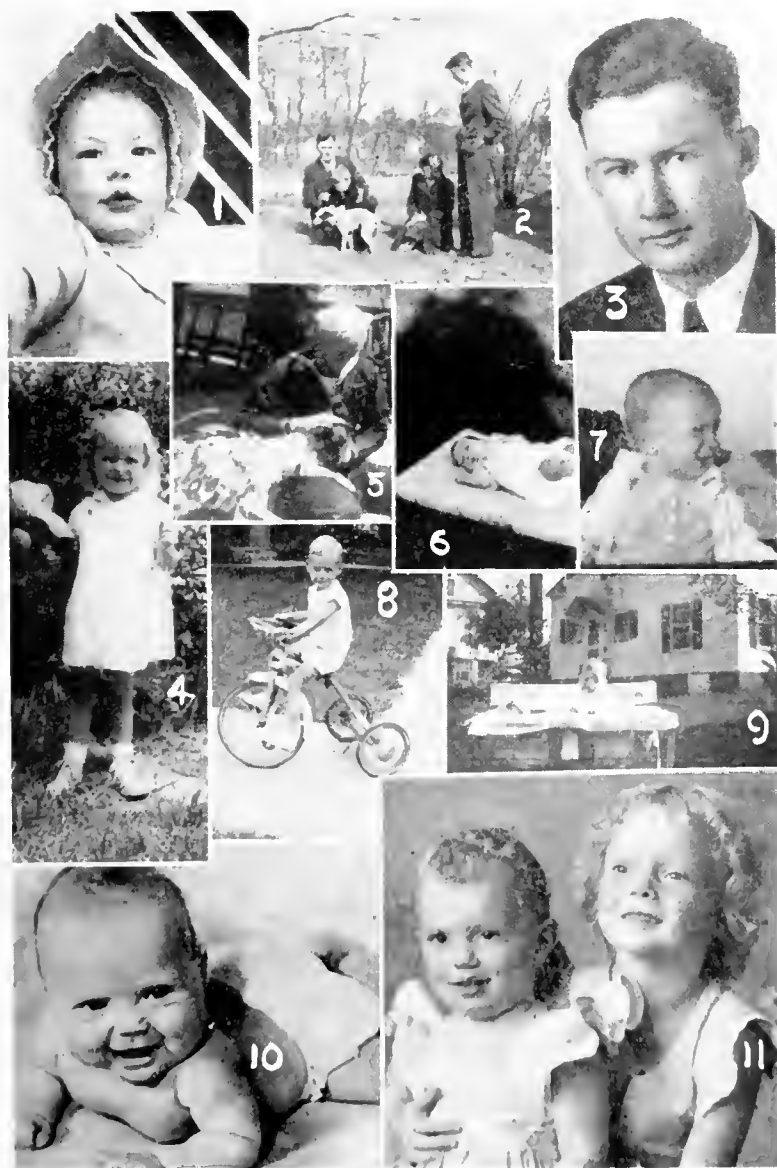
1941 REUNION GRANDCHILDREN

1. Gordon B. Kelley—*Mary Sullivan Kelley*, '21. 2. Albert E. Simms, Jr.—*Helen Canadian Simms*, '40. 3. Lois Mae Moore—*Nellie Mae Johnston Moore*, '22. 4. Mary Jane Meacham—*Mary Lois Parker Meacham*, '34. 5. Alice Jo Kelley—*Mary Sullivan Kelley*, '21. 6. Virginia Egerton Simms—*Helen Florence Simms*, Granddaughters of *Virginia Egerton Simms*, '04. 7. Mary Jane Meacham and Martha Still—*Mary Lois Parker Meacham*, '34, and *Irene Little Still*, '34. 8. Rita, Jere, and Tommy Noel, and their mother—*Marquerte Warren Noel*, '34. 9. Sarah and Ann Kelly—*Elizabeth Cullom Kelley*, '21. 10. Linda Lee Arledge—*Ellen Lee Yates Arledge*, '34.



194 REUNION GRANDCHILDREN

1. Linda Leet—*Frances Dixon Leet*, '46. 2. Johnny Lou Weeks—*Catherine Hayes Weeks*, '34. 3. David Young Napier—*Dorothy Green Napier*, '49. 4. Tommy Cooper and his mother—*Virginia Lee Watson Cooper*, '40. 5. Jo Anne Kendall—*Jo Arnette Kendall*, '34. 6. Whitelaw Kendall, Jr.—*Jo Arnette Kendall*, '34. 7. Marilyn Bull—*Mary Jane Lindley Bull*, '39. 8. Ramon Gordon Jackson—*Isabel Morgan Jackson*, '34. 9. Roy, Jr., and Rufus Allen; their mother and father—*Ruth Couch Allen*, '22. 10. Mary Lou Nance—*Ophelia Johnston Nance*, '20.



1941 REUNION GRANDCHILDREN

1. Margaret Lindsay Howland—Margaret Shields Everett Howland, '31.
 2. Zeb, Jr., Laura, and Richard Morgan—Bertha Moore Morgan, '22. 3. David
 Moore Roberts—Nona Moore Roberts, '19. 4. Linda Carole Harris—Frances
 Batchelor Harris, '39. 5. Ben Suttle, Jr.—Beatrice Nye Suttle, '22. 6. Ma-
 rle Ann Woodard—Marie Mitchner Woodard, '31. 7. Steve Bryan—Jessa-
 mine Holder Bryan, '40. 8. Norwood ("Woodie") B. Woodard, Jr.—Marie
 Mitchner Woodard, '31. 9. Betty Roberts Boone—Gertrude Foster Boone,
 '40. 10. Anne Gulon Phillips—Sarah Hudson Phillips, '40. 11. Lella Anne
 and Gene Davenport—Eugenia Thomas Davenport, '20.

MEREDITH COLLEGE

RALEIGH, NORTH CAROLINA

SUMMER SESSION

June 5 - August 5, 1944

WHY A SUMMER SESSION?

Meredith College continues this year a nine-week summer session as a service to students who, especially in the present emergency, wish to utilize their summers to the best possible advantage. The following groups, among others, should find it appealing:

(1) Those who wish to complete their college course in less than the regular four years, thus enabling them to begin graduate work or professional careers earlier. Nine semester hours of credit may be secured during the session. With three summer sessions, a student may graduate in three years; with two summer sessions, in January of her fourth college year.

(2) Regular college students who wish certain courses which extra-curricular responsibilities or crowded schedules make difficult during the regular college year.

(3) Those who wish to remove conditions or add credit hours to insure their normal scholastic classification or advancement towards a degree.

(4) Students who want to reduce the total cost of their college education by taking advantage of the proportionately lower fees charged for summer work.

(5) Recent high-school graduates who, without reference to college credit, wish to review courses already taken or to take new courses that will prepare them for successful college work in September.

(6) Teachers who wish to avail themselves of the new materials in both subject-matter and professional courses.

Especial attention is called to the fact that students preparing to enter college in September, at Meredith College or elsewhere, may enroll for courses giving full college credit. Those expecting to transfer such credit to other institutions should secure advance assurance that these courses are properly related to the courses and schedules in the institution to be attended.

GENERAL INFORMATION

Registration will begin in the College Library at 2:00 p.m., Monday, June 5.

High school graduates and other students in good standing are eligible to enroll in the summer session. A student who plans to enter college in September may begin her regular work

at Meredith in June. Any student who desires college credit must present before or at registration an official transcript of her previous academic record.

During the nine-week session from June 5 to August 5, a student may earn a maximum of nine semester hours of credit: that is, she may carry three courses.

In addition to the courses listed below, others for which there is sufficient demand may be offered. Students interested in such courses should write to the Dean of the College immediately.

Practically all classes will meet daily from Monday through Saturday, except that classes will not be held on the following Saturdays: June 17, July 1, July 15, July 29. The class schedule extends from 8:00 a.m. to 1:00 p.m.

The residence halls provide comfortable living quarters. Meals will be served in the College dining hall. Students will furnish their own towels and bed linen (for single beds).

Informal social programs are being planned. Bus service from the front door of the administration building provides abundant opportunity for social contacts and shopping in the city of Raleigh.

FACULTY

CARLYLE CAMPBELL, A.B., A.M., LL.D.....	<i>President</i>
BENSON W. DAVIS, A.B., A.M., Ph.D.....	<i>Dean</i>
ERNEST F. CANADAY, A.B., A.M., Ph.D.....	<i>Mathematics</i>
HARRY E. COOPER, A.B., M.S., M.Ed., F.A.G.O.....	<i>Music</i>
BEATRICE DONLEY, B.M.....	<i>Voice</i>
HARRY K. DORSETT, A.B., A.M.....	<i>Education</i>
MARY LYNCH JOHNSON, A.B., A.M., Ph.D.....	<i>English</i>
HAROLD GRIER McCURDY, A.B., Ph.D.....	<i>Philosophy, Psychology</i>
ROBERT B. NANCE, A.B., A.M., Ph.D.....	<i>Modern Languages</i>
STUART PRATT, A.B., M.S., M.Ed.....	<i>Piano</i>
LESLIE SYRON, A.B.....	<i>Geography, Sociology</i>
LILLIAN PARKER WALLACE, A.B., M.S.....	<i>History</i>
JOHN A. YARBROUGH, B.S., A.M., Ph.D.....	<i>Biology</i>



COURSES OF INSTRUCTION

The number in parentheses following the title of the course indicates the semester hours of credit allowed.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of six students. Other courses will be made available if a sufficient number of students make advance request for them.

BIOLOGY

1. *General Biology* (3).

A course presenting the most important facts and principles and so relating them that the student can apply them to the ordinary affairs of life. A study of the cell, the role of green plants, including simple experiments in plant physiology, and the anatomy and physiology of frog and man.

2. *General Biology* (3).

A study of various types of plants and animals representing the most important phyla and their interrelationships, also including the role of bacteria and the main principles of heredity.

22. *Plant Taxonomy* (3).

Prerequisite: Biology 1-2 and 21. One lecture and six laboratory or field-trip hours a week.

A study of the external morphology, identification, classification, and distribution of the seed plants in the vicinity.

EDUCATION

53. *Child and Adolescent Psychology* (3).

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence.

54. *Principles of Education* (3).

A consideration of the place and function of education in our democracy; the organization and administration of the curriculum; records and reports; the school plant; relation of teachers and pupils to one another; relation of school to the community.

56. *Educational Measurements* (3).

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school, and to those majoring in the social sciences.

ENGLISH

1. *English Composition* (3).

A study of the technique of composition; illustrative readings, chiefly of expository prose; weekly papers; a research paper; individual conferences. First semester's work in Freshman English.

21. *History of English Literature* (3).

A general survey of English literature through the sixteenth century.

22. *History of English Literature* (3).

Prerequisite: English 21.
A continuation of English 21.

FRENCH

21. *Intermediate French*.

Prerequisite: Two high school units or French 1-2.

GEOGRAPHY

21. *Principles of Human Geography* (3).

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

(This course carries credit toward the elementary certificate, the high school science certificate, and the College requirement in social studies.)

HISTORY

1. *Historical Backgrounds of Modern Civilization* (3).

First semester's work of a year course for freshmen and sophomores. Conducted by means of informal discussions, occasional hour examinations, and a final examination. A loose-leaf notebook and a large amount of collateral reading required.

2. *European History* (3).

A continuation of History 1.

61. *Europe Since 1914* (3).

Prerequisite: History 1-2.

MATHEMATICS

Three of the following courses will be offered.

1. *College Algebra* (3).

Prerequisite: 1½ units of high school algebra.

2. *Trigonometry* (3).

24. *Solid Geometry* (3).

54. *College Geometry* (3).

85. *The Teaching of Mathematics* (3).

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and magazines.

MUSIC

Applied Music.

Instruction in piano (Mr. Pratt), organ (Mr. Cooper), and voice (Miss Donley), will be available in private lessons, and the work will be adjusted to suit the needs of each individual student. College credit will be granted for this work on the basis of one semester hour for six hours per week of practice.

Theory 26. Appreciation of Music (3).

A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No

technical knowledge required. Not open to music majors.

PHILOSOPHY

21. *History of Ancient and Medieval Philosophy* (3).

An introduction to the Western tradition in philosophy.

PSYCHOLOGY

21. *General Psychology* (3).

An introductory survey of some general facts of human experience and behavior.

If there is sufficient demand, an advanced course in Philosophy or Psychology will be offered.

SOCIOLOGY

21. *Principles of Sociology* (3).

A general introduction to the field of sociology.

66. *Regional Sociology of the South* (3).

A brief survey of the development of ecological, economic, and cultural patterns in the southeastern states. Emphasis upon the distribution, utilization, and conservation of natural and human resources of the South as compared with other regional areas.

SPANISH

1. *Elementary Spanish* (3).

21. *Intermediate Spanish* (3).

Prerequisite: Two high school units or Spanish 1-2.

Courses for Prospective Freshmen

The courses listed below are open to recent high school graduates, and each carries three semester hours of college credit.

Applied Music

Biology 1

Biology 2

French 21

English 1

History 1, 2

Mathematics 1, 2

Spanish 1, 21



CALENDAR

June 5	Monday	Registration in library, 2:00 p.m.
June 6	Tuesday	Classes begin, 8:00 a.m.
August 4	Friday	Examinations
August 5	Saturday	Summer session ends

EXPENSES

General Fees:

Tuition (for three courses, giving nine semester hours of credit).....	\$ 36.00
Entertainments and recreational activities.....	2.00
Residence: room and board.....	80.00

Special Fees:

Late registration (after June 5).....	2.00
Tuition for special students, for each three-hour course.....	15.00
Laboratory fee, for each course.....	5.00
Piano, Voice, Organ, Violin (Two half-hour lessons a week).....	27.00
One half-hour lesson a week.....	15.00
Use of piano, one hour daily.....	3.00
For each additional hour.....	1.50
Use of organ, fifteen or twenty-five cents an hour.	

Fees are payable as follows: one-half, on registration; one-half, July 8. NO REFUNDS ON ACCOUNT OF WITHDRAWALS WILL BE ALLOWED.

RECOGNITION

Meredith College is a standard four-year college for women, with membership in the Southern Association of Colleges and Secondary Schools since 1921, the American Association of University Women since 1923, and on the approved list of the Association of American Universities since 1928. The College is a Liberal Arts member of the National Association of Schools of Music.



Series 37 numbers 5 and 6 are in a special
binder as they are oversize numbers.

SERIES 37

MARCH, 1944

NO. 7

MEREDITH COLLEGE

BULLETIN



CATALOGUE

1943-1944

ANNOUNCEMENTS

1944-1945

+ +

RALEIGH, NORTH CAROLINA

Published by
MEREDITH COLLEGE
at Raleigh, N. C.
Monthly except in June, July, August

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Under Act of Congress of July 6, 1894

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RALEIGH, NORTH CAROLINA

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CALENDAR 1944-1945

FIRST SEMESTER

1944

September	11-14	Mon.-Wed.	Orientation.
September	13	Wednesday	Registration—Freshmen.
September	14	Thursday	Registration—All others.
September	14	Thursday	Formal Opening Exercises, 8:00 p. m.
September	15	Friday	Classes begin, 8:30 a. m.
November	23	Thursday	Thanksgiving. A holiday.
December	19	Tuesday	Christmas recess begins, 1:00 p. m.

1945

January	3	Wednesday	Christmas recess ends, 1:00 p. m.
January	22-27	Mon.-Sat.	First semester examinations.

SECOND SEMESTER

January	29	Monday	Registration for second semester.
January	30	Tuesday	Classes begin, 8:30 a. m.
February	2	Friday	Founders' Day.
May	7-12	Mon.-Sat.	Registration for the session 1945-1946.
May	21-26	Mon.-Sat.	Second semester examinations.
May	26-28	Sat.-Mon.	Commencement exercises.

ORGANIZATION

Board of Trustees

WALTER HERBERT WEATHERSPOON, <i>President</i>	Raleigh
VET MOLETTE DORSETT, <i>Vice-President</i>	Siler City
ZENO MARTIN, <i>Secretary, Treasurer</i>	Raleigh

TERMS EXPIRE 1944

ZEBULON MARVIN CAVENESS.....	Raleigh
COMMODORE THOMAS COUNCIL	Durham
FOY JOHNSON FARMER	Raleigh
ANNA KITCHIN JOSEY	Scotland Neck
JAMES YADKIN JOYNER	La Grange
LEROY MARTIN	Raleigh

TERMS EXPIRE 1945

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TERMS EXPIRE 1946

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MADEL CLAIRE HOGGARD MADDREY.....	Ahoskie
BETH CARROLL TAYLOR	Charlotte

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HARRY B. CALDWELL	Greensboro
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COMMODORE THOMAS COUNCIL
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JOSEPH RUFUS HUNTER
MABEL CLAIRE HOGGARD MADDREY
ROBERT NIRWANA SIMMS
WALTER HERBERT WEATHERSPOON
EPH WHISENHUNT

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LEROY MARTIN
WALTER HERBERT WEATHERSPOON

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Graduate Student, University of Chicago and Johns Hopkins University
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NURSE

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Mars Hill College; North Carolina Baptist Hospital
ASSISTANT NURSE

VIRGINIA MITCHELL

DINING ROOM HOSTESS

FRED J. EDWARDS

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Mus.D.; American Guild of Organists, F.A.G.O.; Guy Weitz, London
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MEREDITH COLLEGE

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College of William and Mary, A.B.; University of North Carolina, A.M., Ph.D.
 Assistant d'anglais, Lycee Marceau, Chartres, France
 PROFESSOR OF MODERN LANGUAGES

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Oklahoma Baptist University, A.B.; University of Oklahoma, M.S.; State University of
 Iowa, Ph.D.; Northwestern University, Graduate Student
 PROFESSOR OF BIOLOGY

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 ASSOCIATE PROFESSOR OF ENGLISH

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Columbia University, B.S., A.M.
 ASSOCIATE PROFESSOR OF HOME ECONOMICS

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University of Wisconsin, A.B., A.M.
 ASSOCIATE PROFESSOR OF ART

HAROLD GRIER McCURDY, A.B., PH.D.

Duke University, A.B., Ph.D.
 ASSOCIATE PROFESSOR OF PSYCHOLOGY AND PHILOSOPHY

STUART PRATT, A.B., Mus.B., Mus.M.

Hartwick College, A.B.; Philadelphia Musical Academy, Mus.B.; Syracuse University,
 Mus.M.; Two years in Berlin; Marta Siebold, Hugo Kaun, Walter Scharwenka
 ASSOCIATE PROFESSOR OF MUSIC

DORIS PETERSON, B.S., A.M.

Northwestern University, B.S.; Teachers' College, Columbia University, A.M.; University
 of Colorado, Advanced Study; Cheyenne Mountain Folk School, Advanced Study
 ASSOCIATE PROFESSOR OF HEALTH AND PHYSICAL EDUCATION

ESTELLE LORAIN POPHAM, A.B., A.M., PH.D.

University of Wisconsin, A.B.; State University of Iowa, A.M.;
 New York University, Ph.D.
 ASSOCIATE PROFESSOR OF BUSINESS

ELIZABETH LOWNDES MOORE, A.B., A.M., PH.D.

Randolph-Macon Woman's College; Ohio State University, A.B., A.M.;
 Johns Hopkins University, Ph.D.
 ACTING ASSOCIATE PROFESSOR OF MODERN LANGUAGES

LILLIAN PARKER WALLACE, A.B., M.S.

University of Denver, A.B.; North Carolina State College, M.S.; Graduate
 Student, University of North Carolina, Duke University
 ASSISTANT PROFESSOR OF HISTORY

1. On leave in the armed forces.

ALICE BARNWELL KEITH, B.S., M.S., Ph.D.

Columbia University, B.S.; University of Tennessee, M.S.; Graduate Student,
Columbia University; University of North Carolina, Ph.D.

ASSISTANT PROFESSOR OF HISTORY

EDGAR H. ALDEN, Mus.B., Mus.M.¹

Oberlin Conservatory of Music, Mus.B., Mus.M.; Reber Johnson; Theory with
Arthur E. Heacox; Chautauqua, N. Y.

ASSISTANT PROFESSOR OF MUSIC

HARRY K. DORSETT, A.B., A.M.

Wake Forest College, A.B.; Columbia University, A.M.; Graduate Student,
George Peabody College

ASSISTANT PROFESSOR OF EDUCATION

BEATRICE DONLEY, B.M., B.M.

West Virginia University, B.M. (Voice), B.M. (Public School Music); Voice with
Horatio Connell, Juilliard School of Music, New York; Voice with
Adelaide Geschidt, New York

ASSISTANT PROFESSOR OF MUSIC

LOUISE LANHAM, A.B., A.M., Ph.D.

Randolph-Macon Woman's College, A.B.; University of North Carolina, A.M., Ph.D.

ASSISTANT PROFESSOR OF ENGLISH

CLEO MITCHELL, A.B., B.D., A.M.

Woman's College of the University of North Carolina, A.B.; Yale University, B.D., A.M.

ASSISTANT PROFESSOR OF RELIGION; DIRECTOR OF RELIGIOUS ACTIVITIES

MARY ELIZABETH CRENSHAW, A.B., A.M.

Louisiana College, A.B.; Teachers' College, Columbia University, A.M.; Art Institute
of Chicago, Columbia University, Graduate Study

ACTING ASSISTANT PROFESSOR OF ART

MARGARET KRAMER, A.B., M.S.

Meredith College, A.B.; North Carolina State College, M.S.

INSTRUCTOR IN CHEMISTRY AND PHYSICS

LILA BELL, A.B., M.Ed.

Woman's College of the University of North Carolina, A.B.; Duke University, M.Ed.

INSTRUCTOR IN EDUCATION

ROBERT B. NANCE, A.B., A.M., Ph.D.

Berea College, A.B.; University of North Carolina, A.M., Ph.D.

INSTRUCTOR IN MODERN LANGUAGES

¹ On leave in the armed forces.

MEREDITH COLLEGE

JOHN LAMAR REMBERT, A.B.

University of Alabama, A.B.
INSTRUCTOR IN ART

PHYLLIS GENEVIEVE WARNICK, B.M., M.M.

University of Michigan, B.M., M.M.
INSTRUCTOR IN MUSIC

MARIAN BROCKWAY, A.B., A.M.

Washburn College, A.B.; University of Kansas, A.M.; Louisiana State University
INSTRUCTOR IN SOCIOLOGY AND ECONOMICS

CAROL CLARK, A.B.

Baylor University, A.B.; University of Oklahoma
INSTRUCTOR IN BIOLOGY

MARJORIE KEIGER HALPERN, A.B., A.M.

Hollins College; University of North Carolina, A.B.; Eastman School of Music
of the University of Rochester, A.M.
INSTRUCTOR IN MUSIC

MARY DEBESSE MACDONALD, A.B., A.M.

University of Minnesota, A.B., A.M.; Certificado de asistencia, Universidad de Chile,
Santiago, Chile; Graduate Student, University of North Carolina
INSTRUCTOR IN MODERN LANGUAGES

AMANDA LEE THRASHER, B.S., A.M.

Ohio Northern University, B.S.; Ohio State University, A.M.; Western Reserve
University; University of Cincinnati; Columbia University
INSTRUCTOR IN BUSINESS

DOROTHY PETERSON ALDEN, B.M.

Oberlin Conservatory, B.M.
PART-TIME INSTRUCTOR IN MUSIC

RUTH COUCH ALLEN, B.S., A.B., A.M.

Meredith College, B.S., A.B.; Duke University, A.M.
PART-TIME INSTRUCTOR IN ENGLISH

ELIZABETH CAMERON, B.S.

Woman's College of the University of North Carolina, B.S. in Physical Education
ASSISTANT IN HEALTH AND PHYSICAL EDUCATION

NELL FORBES, B.S.

Woman's College of the University of North Carolina, B.S. in Physical Education
ASSISTANT IN HEALTH AND PHYSICAL EDUCATION

Committees of the Faculty and Administrative Staff 1943-1944

- BULLETINS**—Dean Davis, Mr. Dorsett, Miss Lanham, Mr. Martin.
- CONCERTS**—Mr. Cooper, Miss Donley, Mr. Pratt.
- CURRICULUM**—Dean Davis, Mr. Freeman, Miss Harris, Miss Moore, Mr. Riley, Mr. Tyner, Miss Yarbrough.
- FRESHMAN ORIENTATION**—Mrs. Wallace, Dean Davis, Miss Godwin, Miss Kramer, Miss Mitchell, Miss Peterson.
- INSTRUCTION**—Dean Davis, Miss Johnson, Mr. McCurdy, Mrs. Wallace, Mr. Yarbrough.
- LECTURES**—Mr. Riley, Mr. Dorsett, Mrs. Winston.
- LIBRARY**—Mr. Freeman, Mr. McCurdy, Mr. Nance, Mrs. Winston, Miss Yarbrough.
- SOCIAL FUNCTIONS**—Miss Baker, Miss Brewer, Mrs. Egerton, Miss Harris, Mrs. Marsh.
- STUDENT GOVERNMENT**—Miss Baker, Dean Davis, Miss Keith, Miss Kramer, Miss Mitchell.
- STUDENT HEALTH**—Miss Barnette, Mrs. Egerton, Miss Hanyen, Mr. Martin, Miss Peterson.
- VOCATIONAL INFORMATION**—Mrs. Winston, Dean Davis, Miss Popham, Mr. Tyner, Miss Yarbrough.
- WAR ACTIVITIES**—Miss Kramer, Miss Baker, Miss Barnette, Miss Brewer, Mr. Canaday.

Officers of Alumnae Association

Mrs. L. R. Harrill, Raleigh.....	<i>President</i>
Mrs. J. Winston Pearce, Durham	<i>Vice-President</i>
Mrs. Graham Remms, Asheville (Asheville Division).....	<i>Vice-President</i>
Mrs. Cooper E. Taylor, Charlotte (Charlotte Division)	<i>Vice-President</i>
Mrs. Albert Simms, Littleton (Elizabeth City Division).....	<i>Vice-President</i>
Mrs. Curtis H. Oakley, Roxboro (Greensboro Division).....	<i>Vice-President</i>
Mrs. Henry D. Ward, Lumberton (Wilmington Division).....	<i>Vice-President</i>
Mrs. R. B. Wilkins, Durham	<i>Recording Secretary</i>
Mac Grimmer, Meredith College	<i>Executive Secretary-Treasurer</i>
Mrs. Margaret Hines Early, New York	<i>Commencement Speaker</i>

GENERAL INFORMATION

Foundation and Purpose

Meredith College, founded by the North Carolina Baptist Convention, was granted a charter in 1891, and was first opened to students in September, 1899. It was chartered as the Baptist Female University, a name changed in 1905 to the Baptist University for Women, and in 1909 to Meredith College. This last name was given in honor of Thomas Meredith, for many years a recognized leader of the Baptist denomination in North Carolina, who in 1838 presented to the Baptist State Convention a resolution urging the establishment in or near Raleigh of "a female seminary of high order that should be modeled and conducted on strictly religious principles, but that should be, so far as possible, free from sectarian influences."

The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, and for professional and other fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

The institution has had four presidents: J. C. Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939—.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, and is on the approved list of the Association of American Universities. Graduates of Meredith are eligible for membership in the American Association of University Women.

Meredith College is a liberal arts member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in this catalogue are in accordance with the published regulations of the National Association of Schools of Music.

Location

Because of the growth of the College, the original site in the heart of the city of Raleigh became inadequate, and in January, 1926, the in-

stitution was moved to a campus of one hundred and thirty acres—now increased to one hundred and seventy—about three miles west of the capitol. Federal highways 1 and 64 pass the southern edge of the campus. Frequent local bus service from the door of the administration building into the city makes readily accessible to students the State museum, the State and city libraries, and the churches, homes, and shops of the city. Raleigh as the capital of the State and as an educational center attracts excellent lectures, plays, and concerts, which students may easily arrange to attend.

Buildings

The administration building, the four dormitories, and the dining hall—all brick fireproof structures—form a quadrangle around a court. Johnson Hall contains on the first floor administrative offices and reception rooms; on the second floor the library and rooms for the use of non-resident students; and on the third floor assembly rooms for the two literary societies. The dormitories—Jones Hall, Faircloth Hall, Vann Hall, and Stringfield Hall—are also three stories in height, each accommodating one hundred and twenty-five people. The rooms in the dormitories, planned for two students each, are arranged in suites of two with a connecting bath. Each occupant has a single bed and a closet of her own. There is a social room on each floor, a kitchenette and a pressing room in each dormitory.

East of the quadrangle are four more buildings. The first of these is the auditorium, with provision for music studios and practice rooms. Next is the science building, with lecture rooms, offices, and well-equipped laboratories for biology, business, chemistry, physics, and home economics. The third of these has classrooms and offices for the other departments. North of this group is the physical education building.

Library

The library, located on the second floor of Johnson Hall, offers adequate facilities for study, supplementary and recreational reading, and reference work. It contains 27,677 volumes and a large number of pamphlets. The books are carefully selected by the librarian and the heads of departments to meet the needs of the students. The periodical room is supplied with the leading literary, scientific, and educational magazines, and state and national newspapers.

In addition to the library at Meredith College, the State Library, the State College Library, and the Olivia Raney Library are open to stu-

dents. Through the interlibrary loan service, books may be secured from nearby university libraries.

Regulations in regard to the use of the library are included in the student's handbook.

Religious Life

As a distinctively Christian college, Meredith makes every effort to encourage the spiritual growth of its students. A Director of Religious Activities gives guidance and counsel to students in their organized work and in their individual problems. Each year, in February, a visiting speaker is invited to the campus to lead students in a series of services looking toward deeper spiritual thinking and experience.

All regular students are required to attend the chapel services five days each week. All resident students, except seniors, are also required to attend Sunday school and church services each Sunday morning, eight absences without excuse being allowed during the year.

Health

A well-equipped infirmary under the direction of two graduate nurses and the college physician is maintained for the care of the sick and for the teaching of good health habits. Three daily office hours are observed by the nurses and emergencies are cared for at any hour. The college physician has designated office hours at the college at which time students may see her. It is the purpose of the physician and nurses to prevent illness by means of the knowledge and observance of the general laws of health. Health ratings based on a positive health program are recorded annually.

A questionnaire (blue blank) is furnished by the college on application for admission. This must be completed and mailed directly to the Dean of the College, Meredith College, Raleigh, N. C., before September 1. These blanks include statements as to the dates of vaccination against smallpox and immunization against typhoid fever, both of which are required. Immunization against typhoid fever is to be repeated every third year. Physical examinations by the Health Service and the Department of Health and Physical Education will be made during the orientation program and completed as soon as possible thereafter. All necessary ocular and dental work should be attended to before students enter or during vacations. In emergencies this work may be done by specialists in Raleigh without loss of time from classes. These appointments as well as those with other physicians and dentists must be made through the college infirmary.

Residence

Students not living at their own homes or with near relatives are required to live in the college dormitories. Stringfield Hall is reserved for freshmen; the other three dormitories are open to other students without distinction as to class. The number of resident students may not exceed five hundred.

Students should bring with them towels, sheets, pillows, pillowcases, couch covers (or counterpanes), and all other bed coverings likely to be needed. All rooms are furnished with single beds. Curtains, draperies, rugs, and pictures will make the room more attractive.

All laundry must be clearly marked with indelible ink. The laundry fee collected by the college covers the cost of flat work only. Each student may have laundered each week two sheets, two pillowcases, one counterpane, four towels, and one bureau scarf.

All dormitories will be closed during the Christmas holidays.

Student Organizations

Student Government Association. This important organization, of which all regular students of Meredith are members, has as its purpose (1) the regulation of the life of the students for the good of all concerned, and (2) the promotion of a high sense of honor in academic work. The executive body of the Association is the Student Council, consisting of the president of the Association, the vice-president, the secretary, the treasurer, the house presidents and vice-presidents, and one representative each from the sophomore and freshman classes. An Advisory Committee, comprising the Dean of Women and four other members of the faculty, consults with the Student Council as occasion may demand. The Student Government Association holds regular meetings at the chapel period each Thursday, at which time the students have an opportunity to discuss matters of special interest to them.

Religious Organizations. The religious activities of the students are under the general direction of the Baptist Student Union, its council including the officers of auxiliary organizations and a representative of students belonging to other churches than a Baptist church. Wednesday-evening study groups and Sunday-evening vesper services afford the students opportunity for helpful thinking and working to-

gether. Enjoyable parties, to which students from the neighboring colleges are sometimes invited, are also included in the programs of the Union. For the convenience of Meredith students, a little store, the Bee Hive, is maintained on the college campus. The Service Band provides association for those who are interested in full-time Christian service, either at home or on the foreign field; and the Young Woman's Auxiliary has a definite denominational affiliation. All in all, the character and number of religious activities fostered on the Meredith campus are evidence of the Christian purposefulness of Meredith students.

Honor Society. The Kappa Nu Sigma Honor Society, organized in 1923, has as its special aim the promotion of scholarship at Meredith. Members are admitted on the basis of scholastic standing maintained over a period of two years or more. Each year Kappa Nu Sigma presents some distinguished speaker, who is heard by the entire college community.

Departmental Clubs. A means of cultural enrichment is offered students in the various departmental clubs at Meredith. These are the International Relations Club and the Meredith League of Women Voters, the Helen Hull Law Classical Club, the Elizabeth Avery Colton English Club, the Barber Science Club, the K. K. Art Club, the Home Economics Club, the Sociology Club, the Education Club, the Granddaughters' Club, the MacDowell Music Club, the Monogram Club, the Sigma Pi Alpha (Modern Foreign Languages), and Tomorrow's Business Women. Most of these hold monthly meetings and aim at an approach to their subjects somewhat different from the distinctly academic.

Literary Societies. Two literary societies, the Astrotekton and the Philaretian, have been in existence since the early days of the College. In addition to the presentation of programs at regular meetings, each society offers a medal for the best essay written during the academic year by one of its members.

The Silver Shield. Selection for membership in the Silver Shield, honorary leadership society of the College, is based upon Christian character, constructive leadership, and service to the College. Members are chosen from the senior and junior classes at a public "tapping" ceremony. The Silver Shield was organized in 1935.

Publications. There are three student publications at Meredith: *The Twig*, a newspaper, issued bi-weekly, in the columns of which college happenings are recorded and student opinion expressed; *The Acorn*, a literary journal published six times during the college year; and *Oak Leaves*, the college yearbook.

The Choir and the Glee Club. The Meredith Choir and the Meredith Glee Club, directed by members of the music faculty, give students who belong to them valuable training. These groups appear in concert at stated intervals throughout the college year.

The Little Theater. The Meredith College Little Theater provides for students who are interested in dramatics both the opportunity to appear in plays and practical experience in play production. Several plays are presented during the winter. A chapter of Alpha Psi Omega, national honorary dramatic fraternity, gives special recognition to members of The Little Theater who excel in its activities.

The Athletic Association. The Athletic Association co-operates with the Department of Health and Physical Education in planning a wide range of recreational activities. Archery, badminton, basketball, field hockey, golf, softball, volley ball, and tennis are among the activities offered.

Early in the fall semester, the Department of Health and Physical Education sponsors annually a unique event, Palio, in which the four classes of the College compete. The competition continues in the presentation of an original dramatic production by each class on Stunt Night

GENERAL FEES FOR EACH SEMESTER

Resident Students:

Tuition: Instruction, library, lectures and recitals,	
academic administration	\$ 80.00
Residence: room and board, laundry, infirmary service,	
maintenance	165.00

Non-resident students:

Tuition (as above)	80.00
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SPECIAL FEES FOR EACH SEMESTER

Applied Music (two half-hour lessons a week):

Piano, organ	37.50 or 45.00 or 55.00
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Violin, voice	\$45.00 or 55.00
Use of piano, one hour daily.....	4.50
For each additional hour	2.25
Use of organ, one hour daily.....	15.00 to 25.00
Use of practice room, without piano, one hour daily.....	3.00
For each additional hour.....	1.50
Art:	
Art 1-2, 21-22, 91.....	10.00
Art 53-54	5.00
Art 31, 32, 71, 72, 98.....	2.50
Laboratory fee for each course, unless otherwise specified.....	5.00
Cooking laboratory fee.....	7.50
Sewing laboratory fee.....	1.00
Choir fee (for the year).....	1.00
Glee Club (for the year).....	1.00
Office management	5.00
Home management apartment fee.....	10.00
Directed teaching fee.....	15.00
Typewriting fee	5.00
Course fee, for special students, for each credit hour.....	6.00
Change in registration.....	.50

OTHER SPECIAL FEES

Student budget fee for the year (payable to Student Government Association)	10.50
Extra charge for single room, each semester.....	25.00
Late registration	2.00
Special examination	2.00
Transcript of academic record (after first copy).....	1.00
Gymnasium Costume (approximate cost of all items).....	9.10
Graduation fee, including diploma.....	5.00

TERMS OF PAYMENT

On registration, at the beginning of the semester:

¹ Resident students	120.00
Non-resident students	40.00

On November 6 and March 19, the balance of the amount for the semester.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the College and its patrons. Neither the President nor the Bursar is expected to modify these regulations without specific authorization from the Board of Trustees.

1. The \$10 room deposit reduces the September payment to \$110.

In view of the prevailing uncertainty as to cost of labor and materials, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make it necessary. Patrons will be given advance notice of any change to be made.

A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the Bursar. Under no circumstances will a student be allowed to take semester examinations or receive a transcript of her record until her account has been paid in full.

The \$10 room deposit paid by a prospective student will be refunded if requested by August 15; after this date it will be forfeited to the College.

A deduction of ten per cent is allowed where two or more students come from the same family.

A regular college student whose father is an active ordained minister or full-time religious worker is allowed a concession of \$75 on her expenses for the year; if her father is actively engaged in mission work, at home or abroad, she is allowed a concession of \$150 for the year.

Students are not required to make a breakage deposit to cover unjustifiable damage to college property, but for such damage they will be expected to pay.

The student budget fee of \$10.50 for the year is required of all regular students. This fee takes care of a student's obligations to the several student organizations, and includes subscriptions to the three student publications.

Resident students are not charged for the ordinary services of the College physician and nurses, and for the use of the infirmary. For additional service in case of serious or prolonged illness, and for all special medical prescriptions, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund will be made for the quarter of the year in which she leaves. Proportionate refund may be allowed on residence charges if a student is continuously absent for at least four weeks because of illness or other unavoidable circumstances.

Scholarships, Loan Funds, Self-Help

Endowed Scholarships. Friends of the College have established endowment funds for scholarship aid, the principal of which amounts to \$36,250. These funds provide for seventeen scholarships, as indicated

below. In some cases the donors have made specific restrictions affecting the award of the scholarships, but students interested may write the President of the College. Value, \$100 to \$120.

- The E. F. Aydlett Scholarships (three)
- The J. T. J. Battle Scholarships (four)
- The K. M. Biggs Scholarship
- The Z. M. Caveness Scholarship
- The Myrtle Hart Farmer Scholarship
- The Moses S. Jones Scholarship
- The Mrs. Sallie Bailey Jones Scholarship
- The Mr. and Mrs. W. H. Matthews Scholarship
- The J. H. Moore Scholarship
- The W. W. Parker Scholarship
- The W. A. Thomas Scholarship

Freshman Scholarships. The Board of Trustees authorizes the award of forty scholarships, valued at \$100 each, to resident members of the incoming freshman class. These awards will be based on outstanding scholastic achievement and promise, qualities of social leadership, and financial need. Applications and supporting credentials should be submitted to the President of the College by June 15.

Alumnae Scholarships. Local chapters of the Meredith College Alumnae Association provide for the award of ten \$100 scholarships annually. Students interested should write Miss Mae Grimmer, Secretary, Meredith College.

College Loan Funds. Earnings from the funds listed below are available for loan purposes to students in residence. Inquiries should be addressed to Mr. Zeno Martin, Bursar, Meredith College.

- The Elizabeth Avery Colton Loan Fund
- The Louis M. Curtis Loan Fund
- The Mabel L. Haynes Loan Fund
- The John M. W. Hicks Loan Fund
- The Henrietta S. Jarman Loan Fund
- The Helen Josephine Neal Loan Fund
- The William H. Reddish Loan Fund

The Ida Poteat Loan Fund. This fund has been provided for juniors and seniors through the alumnae of the College. Application blanks

will be furnished upon request addressed to Miss Mae Grimmer, Secretary, Meredith College.

Self-Help. Many students needing financial assistance reduce their expenses by part-time employment in the dining room, in the library, and in various offices and academic departments of the College. Compensation varies with the character and amount of service rendered, but usually ranges from \$50 to \$125 for the year. Initial correspondence may be addressed to the President or Bursar. Available appointments will be made on the basis of apparent ability and need.

Summer Session, 1944

During the summer of 1944 the College will operate a nine-week term beginning June 5 and ending August 5. Admission to the summer session is on the same basis as in the regular year. Graduates of accredited high schools who are planning to enter college in September may begin their regular courses here in June. Attendance at the summer session will enable a student to complete her work in less than the usual time. In three years and three summer sessions, a student should be able to complete the regular four-year course. The amount of credit is nine semester hours for the summer session (i.e., three hours each for three courses meeting daily).

Regular academic courses will be available in the usual fields of instruction, including music. Private lessons can be arranged in this field.

Full information about the summer session may be obtained by writing to the Dean of the College.

ADMISSION

Students may be admitted to Meredith College as candidates for the degree of Bachelor of Arts either as members of the freshman class or as students with advanced standing from other colleges. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained in this institution. Prospective freshmen must have at least a C average and should rank above average attainment in their secondary school work. Communications with regard to entrance should be addressed to the Dean of the College, who, upon request, will send blanks for the following information:

1. An application for admission, endorsed by parent or guardian.
2. A certified academic record, together with a recommendation for admission from the appropriate school official.
3. A physician's certificate.

These data must be approved by the Dean of the College before a candidate can be officially accepted.

Methods of Admission

By Certificate. Graduates of secondary schools holding membership in the Southern Association of Colleges and Secondary Schools, or in other regional associations of related standing, or of secondary schools fully accredited by their State Department of Education will be admitted on certificate from their high school principal.

By Examination. Applicants who present units for admission from schools not accredited will be required to pass entrance examinations on certain basic subjects, the scope and character of which will be determined by the Dean of the College. Students who have creditably passed the college entrance examination given by the State Department of Education during the war emergency may be considered as eligible for admission.

Entrance Units

For admission to the freshman class students must offer fifteen units of credit. A unit represents a year's study of a subject in a secondary school, and is estimated to be equivalent to one-fourth of a full year's work.

The student shall present for entrance a minimum of fifteen units, twelve of which must be in these subjects: English, foreign language, history and social studies, and mathematics and natural science. There must be four units in English. Graduates from a three-year senior high school are expected to offer twelve units for entrance.

Advanced Standing

A student applying for advanced standing or for acceptance of credit from another college must present the following information: (a) a certificate of honorable dismissal from the institution last attended; (b) an official transcript of her record at that institution, together with a catalogue describing the courses for which credit is requested; (c) details of the units offered for college entrance and the name of the high school from which the entrance units were received.

At least two weeks before the opening of the session, all of the above information should be sent to Meredith College by the institution last attended. Students who have completed two years of college work should indicate the major and other subjects which they expect to pursue. Students entering from other colleges with fewer quality points than semester hours of credit must make up the deficiency at Meredith College.

When the candidate comes from a college belonging to the Southern Association of Colleges and Secondary Schools or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith College. Candidates from other colleges will be given provisional credits which must be validated by success in work undertaken at Meredith College, or by examinations.

In order to validate the provisional credit allowed a student from a non-accredited institution, other than by examination, she must make a minimum of twenty-four semester hours and twenty-four quality points during her first two semesters at Meredith. A student who fails to reach this standard will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be accredited for the work of one year in a junior college.

Special Students

A student of mature age who gives evidence of a serious purpose and who is otherwise properly qualified is allowed to enter a special course without fulfilling the entrance requirements. All such courses must be approved by the Dean and the instructor concerned, but will not receive college credit.

Re-admission of Former Students

A student desiring to return to the College after an absence of more than a year should apply to the Dean for re-admission. Official transcripts of record at all other institutions should be submitted, together with a statement of honorable dismissal. Such a student will comply with the requirements either of the catalogue under which she is re-admitted, or of a subsequent catalogue.

Orientation-Registration

All students, upon arrival in the city, should report and enroll promptly at the office of the Dean of Women. Dormitories will be open to receive freshmen and transfer students at 9:00 a. m. on Monday, September 11. New resident students should arrive on that date, as the registration and orientation program begins at 9:00 a. m. on Tuesday, September 12. Returning students should arrive in time to complete their registration by 3:00 p. m. on Thursday, September 14. All students who fail to complete registration on the date specified must pay a special fee of two dollars.

All freshmen and all transfer students are expected to take part in the special program arranged for Monday, Tuesday, and Wednesday of the opening week. Included in this program will be a physical examination, instruction in the use of the library, social activities, psychological tests, English placement tests, registration, and talks on various phases of college life.

ACADEMIC REGULATIONS

General Requirements for Degrees

Meredith College confers two degrees, that of Bachelor of Arts and that of Bachelor of Music. To be eligible for a degree, a student must meet the specific requirements for the degree and must be a person of unquestionably good character.

The requirements for these degrees are based on the general principle of a broad distribution of studies among the representative fields of human culture and a concentration of studies within a special field. The object of distribution is to give the student a general view of our cultural heritage and to broaden her outlook. The object of concentration is to aid the student in acquiring comprehensive knowledge and systematic training in a particular field of scholarly achievement.

A candidate for the degree of Bachelor of Arts must complete, with an average grade of C¹ or higher, one hundred and twenty-six semester hours of work. Each semester hour of credit is supposed to represent for the average student three hours of academic work a week, including preparation and classes.

A minimum of one full year in residence at Meredith College and the completion with an average of C of thirty semester hours of work approved for seniors will be required of every candidate for the degree of Bachelor of Arts.²

Every candidate for the degree, unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools or by an association of related rank, must have attended Meredith College for at least two years. The last thirty semester hours must be taken at Meredith College, except that not more than six semester hours may be taken at another institution of approved standing. In the last year's work the student must maintain an average of C.

A student who completes in a summer session the work required by the College for the Bachelor's degree will be granted the degree at the end of that session.

1. An average of C means that a student must earn at least as many quality points as semester hours of credit.

2. A certain quality grade is required for graduation and, for the purpose of determining this quality grade, numerical values called points are given to the grade letters as follows: for grade A, three points for each semester hour of credit for the course in which the grade is received; for grade B, two points; for grade C, one point.

Requirements for the Bachelor of Arts Degree

To be recommended for the degree of Bachelor of Arts, a candidate must have completed the requirements, including those of a field of concentration, stated below. All course requirements listed in the prescribed group should be met by the end of the junior year.

I. PRESCRIBED COURSES

	Semester Hours
<i>Art or Music</i> ¹	3
<i>English.</i> English 1-2, 21-22	12
<i>Foreign Language</i> ²	6-18
<i>Social Studies</i> ³	12
Twelve hours selected from these courses: Economics 21, 22; Geography 21, 22; Government 21,22; History 1-2; Sociology 21, 22.	
<i>Mathematics and Natural Sciences</i> ⁴	12
Biology 1-2; Chemistry 1-2; Mathematics 1, 2; Mathematics 3, 4; Physics 1-2; Psychology 21, 22.	
<i>Religion.</i> Religion 1-2 or 21-22	6
<i>Health Education.</i> Health Education 1-2.....	2
<i>Physical Education</i> (for three years).....	6
<hr/> 59-71	

II. FIELD OF CONCENTRATION

A field of concentration, consisting of forty-two semester hours distributed as follows: eighteen to twenty-four semester hours in a major department and twenty-four to eighteen semester hours in at least two other related departments, with a minimum of six semester hours in each department. The field of concentration may not include any courses open primarily to freshmen, except that a maximum of six semester hours of freshman work may be taken as related work in a field of concentration where biology or chemistry is the major subject. Required courses not open primarily to freshmen may count as a part of the field of concentration.

1. Students majoring in art, elementary education, home economics, or music will have met this requirement.
2. A student who has had no foreign language will be required to take three years of one foreign language or two years in each of two foreign languages. A student who has two units in one foreign language can complete the requirement by taking twelve semester hours in any foreign language. A student who has two units in each of two foreign languages can complete the requirement by taking six semester hours in one of these languages. A student who has four units in one language can complete the requirement by taking six semester hours in that language.
3. A student who does not offer two units of history must take History 1-2.
4. A student must take six semester hours in biology, chemistry, or physics. Not more than six hours in one subject may be taken to meet the requirement in natural sciences.

Concentration in a field of study is intended to be more than a series of unrelated courses listed in the catalogue under several departments. The work required of each student in a field of concentration should be planned by the major department as a unified, coherent whole, consisting of closely related courses. The requirements of a departmental major in a field of concentration are listed under each department.

The forty-two semester hours of work in a field of concentration must be completed with an average grade of C, or higher.

Not later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts shall select a departmental major. When this selection has been approved by the department concerned, the head of that department becomes the adviser of the student in her field of concentration. The program of studies arranged by the head of the department and the student for the student's field of concentration must receive the final approval of the Dean.

The major must be selected from the following list of subjects:

Ancient languages—Latin	English
Art	History
Biology	Home economics
Business	Mathematics
Chemistry	Modern languages—French, Spanish
Economics	Music
Education	Psychology and Philosophy
Grade school	Religion
High school	Sociology

III. GENERAL ELECTIVES

Additional courses sufficient to make a total of 126 semester hours.

Requirements for the Bachelor of Music Degree

The degree of Bachelor of Music will be granted to students who already hold the degree of Bachelor of Arts or Bachelor of Science and meet the requirements as stated on page 63 of the catalogue. One additional year of study confined exclusively to music will usually be necessary to secure this degree.

Regulations Concerning Courses

All students, except those exempted by permission of the Dean, are required to take sixteen semester hours of work.

No student is permitted to take less than fourteen semester hours of classwork a week without permission of the Dean, except (1) that seniors who are enrolled for the course in supervised teaching are advised to take no more than twelve semester hours of work for that semester, and (2) that a student with a recital to prepare may be permitted to take only twelve semester hours.

No student may take more than seventeen semester hours of work in one semester if she failed to make an average grade above C on the work of the preceding semester. The maximum number of hours of work allowed during any semester is nineteen.

A student in poor health or engaged in outside work that demands much of her time may not register for more than twelve semester hours of work. Prescribed courses take precedence over elective courses in a restricted program.

Twelve semester hours of credit in applied music may be counted by students not majoring in music as elective credits toward the degree, provided a student offers an equal amount of credit in theoretical music with grades of C or better.

During her freshman and sophomore years a student may not take concurrently two courses in the same department without the permission of the Dean.

Students who do not complete the foreign language requirement in the freshman year must continue the study until the requirement is met.

The maximum amount of work that a student may take in any one department, other than the department of music, is thirty-six semester hours. Students who choose a field of concentration with music as the major subject may take a maximum of sixty semester hours from the various subdivisions of the department.

A junior may not receive more than six semester hours of credit in courses primarily for freshmen.

A senior may not receive credit in a course primarily for freshmen, if that work is taken to satisfy one of the course requirements for the degree. Upon the recommendation of a departmental chairman and the approval of the Dean, a senior may receive half-credit in an elective course primarily for freshmen. Any deficiency in the number of prescribed hours resulting from the reduction of credit may be satisfied by substituting an equal number of hours of free elective credit.

A maximum credit of six semester hours may be allowed for academic work taken by correspondence (with a grade of C or higher) after written permission has been obtained from the Dean of the College.

Not more than six semester hours of work may be done in another institution of approved standing as the final work necessary for graduation, except in the case of four-hour courses, in which case, eight hours of credit will be allowed. Such courses must be of senior grade and must be approved by the Dean before they are taken.

Freshmen must pass three semester hours in order to continue into the second semester; others must pass six semester hours. In order to continue or return, a student must pass in the first year twelve semester hours; in the second, fifteen; in the third, eighteen. If in any semester a student makes all D grades, or a majority of D's, or D's and F's combined, she shall be placed on academic probation. If at the end of the next semester of residence, her grades have not improved, she may be dropped from the College for one semester, after which she may apply for readmission.

The Department of English may require an additional course in composition of a student who submits to any department a paper containing gross errors in English composition.

The College reserves the right to exclude at any time a student whose academic standing or conduct it regards as undesirable.

The Freshman Year

In the freshman year a student is required to enroll each semester in English, and health and physical education. She should enroll in a foreign language, and in a laboratory science.

Additional work to make the required number of hours (17) may be chosen, upon the counsel of the Dean, from the following:

Art 1-2	Home Economics 1-2
Biology 1-2	Latin 1-2; 21-22; 31-32
Chemistry 1-2	Mathematics 1, 2; 3-4
French 1-2; 21-22	Musie (See Department)
German 1-2; 21-22	Physics 1-2
Spanish 1-2; 21-22	Religion 1-2
History 1-2	

Class Attendance

Students are expected to be punctual in the performance of their college duties. There are occasions, however, when it is necessary for them to be absent from class and laboratory; accordingly, a student may

have during a semester as many absences as there are class meetings per week in each class. If and when necessary, she may be allowed a greater number only upon request of the instructor in the course concerned, with the approval of the dean.

Students on the dean's list are granted optional attendance (within the limits of the following paragraph) except at the last session of a class before and the first session after a holiday. An absence on *either* of these days will cause the student to be removed from the dean's list and to forfeit the attendant rights and privileges. Upon the recommendation of the student's major professor, and with the approval of the dean, this regulation may be waived in cases of necessity.

In cases of prolonged illness or convalescence necessitating an unusual number of absences, a student who has satisfactorily fulfilled the usual academic requirements may receive full credit, provided she has attended at least two-thirds of the meetings of her classes.

Successive absences are not allowed, except as provided for in these regulations. Violation of this regulation (i. e., having successive absences from a course) shall be reported to the dean.

A student not on the dean's list, if absent from the last session of a class before or the first session after a holiday, will not be allowed any additional absences during the remainder of that semester. If absent from both of these sessions, the preceding regulation will apply, and in addition, she will not be allowed any absences in her next semester.

Violation of attendance regulations may result in reduction of credit-hours, deduction of quality points, withdrawal of social privileges, or all three of these penalties, depending upon the circumstances of the individual case.

Quality Points

The College requires that a student maintain a minimum scholastic average, above the lowest passing grade, in the courses offered towards the degree. This average is determined by the quality points to which her course grades entitle her. Each semester hour with a grade of A gives three quality points; B, two; C, one¹. A candidate for graduation

1. Except when deduction is made because of absences.

must maintain a general scholastic average of C, or a credit ratio of 1.0 for her entire course.

Dean's List

At the end of each semester there is published a Dean's List of students who have attained high scholastic standing. Included in this list are names of all students taking twelve or more semester hours who have made a number of quality points equal to twice the number of semester hours taken plus three.

All students whose names are on the Dean's List are granted optional class attendance except at the last session before or the first session after a holiday. An absence on either of these days will cause the student to be removed from the Dean's List.

A student may be removed by the Dean from this list during the semester if her conduct or grades are such as to make removal advisable.

Graduation with Distinction

The degree of Bachelor of Arts with distinction is conferred upon a student under the following conditions:

- (1) A student must have been in residence at Meredith College at least two years and must have earned a minimum of sixty semester hours.
- (2) For the purpose of computing the standing of a student all semester hours taken at Meredith College are counted.
- (3) Those whose average is two and two-tenths quality points per semester hour are graduated *cum laude*; those whose average is two and seven-tenths quality points per semester hour are graduated *magna cum laude*; those whose average is two and nine-tenths quality points per semester hour are graduated *summa cum laude*.

No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

Classification

Students are classified at the beginning of each semester. To be classified as a sophomore, a student must have twenty-four semester hours of credit and twelve quality points; to be classified as a junior, she must have fifty-four hours of credit and forty-two quality points; to be

classified as a senior, she must have eighty-four hours of credit and seventy-eight quality points.

Examinations and Reports

Final examinations are held in all courses at the end of each semester. No credit should be expected for a course if the examination is not taken as scheduled, unless another date is authorized by the Dean and the instructor concerned. A special fee will be charged for individual examinations thus allowed.

Seniors have examinations at the same time as other students, except that seniors who have examinations on the last Thursday and Friday of the second semester will take them on the preceding Friday and Saturday.

At the end of each semester a report is sent to the parent or guardian of a student, showing her grade of scholarship and absences from classes and other college duties. At the end of each six weeks a report is sent if a student's work is unsatisfactory.

Registration in May

During the week of May 7 to 12 students will file with the Dean their schedules for the first semester of the following year.

Summer Session Credits

A student should have the announcement of the summer session that she is to attend, and should secure in advance the written approval of the appropriate heads of departments for the courses she plans to take. After consultation with her adviser the student must submit the names and outlines of the courses to the Dean. The maximum credit allowed for a summer term is on the basis of one semester hour per week.

Vocational Courses

In accordance with the student's statement of her own aims and interests as indicated on her Vocational Guidance Record, she consults with a specialist in her chosen field after she has had a conference with a member of the Vocational Information Committee.

Attention is called to the fact that this institution offers certain phases of vocational education on the college level and not in competition with

the purely professional and vocational schools. Students may enter, among others, the following fields:

1. Business
2. Graduate Study
3. Medical Technology and Nursing
4. Religion
5. Social Welfare
6. Teaching
 - a. Grades
 - b. High School

The College offers courses of instruction leading to a degree in Business. *This course is not open to freshmen.* This training qualifies students to hold positions in the business world. Courses in shorthand and type-writing are also available (without credit) to prospective librarians, religious and social workers, and teachers.

Students planning to enter professional schools or to do graduate work after leaving Meredith should secure advance information about the requirements which they must satisfy. The Dean of the College will be glad to assist the individual student, in keeping with the degree requirements of this institution, to plan her course of study with these aims in view.

In the natural sciences, fully accredited pre-professional courses are offered for laboratory technicians, nurses, and students of medicine.

Because of the increasing demand for various types of trained social workers, the curriculum has been expanded to include all prerequisites for professional training at accredited schools of social work.

The Department of Religion trains teachers of Bible and personnel for association and local church work.

The College regards its program of teacher education not merely as a particular duty of the Department of Education, but rather as a function of the whole institution.

Withdrawal

Official withdrawal of resident students is made in the office of the Dean of Women. Withdrawal of non-resident students is made in the office of the Dean of the College.

Failure to make official withdrawal forfeits the right of honorable dismissal.

COURSES OF INSTRUCTION

A course with an odd number is given the first semester; a course with an even number, the second semester. If an S follows the odd number, the course is repeated in the second semester; if an F follows the even number, the course is also offered in the first semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed; if the numbers are separated by a comma, proportionate credit is allowed for the work of either semester.

A course numbered below 20 is for freshmen; from 21 to 49, for sophomores; from 51 to 89, for juniors and seniors; above 90, for seniors only, except by special permission.

The number in parentheses following the title of a course indicates the semester hours of credit allowed.

Brackets enclosing the number and title of a course indicate that the course is not given in 1944-1945.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of five students.

Ancient Languages

HELEN PRICE, *Professor*

LATIN

Requirements for a major: twenty-four semester hours, including Latin 21-22; 31-32; either 51, 52 or 53, 54; and six additional hours from any other courses in ancient languages except Latin 86.

1-2. Elementary Latin (6).

Open to students who offer less than two units for entrance.

MISS PRICE

21-22. Review of Grammar and Reading of Vergil's Aeneid (6).

Prerequisite: Two units of Latin for entrance or Latin 1-2.

MISS PRICE

31-32. Selections from Latin Prose and Poetry (6).

Prerequisite: Four units of Latin for entrance or Latin 21-22. Special study of Livy and Horace. Prose Composition.

MISS PRICE

[*51. Roman Comedy (3).*]

MISS PRICE

[52. *Latin Prose (3).*]

The letters of Cicero and Pliny, the *Catiline* of Sallust, the *Agricola* of Tacitus. MISS PRICE

[53. *Roman Satire and Other Poetry of the Empire (3).*]

MISS PRICE

[54. *Virgil: Georgics, Eclogues, and Aeneid, VII-XII (3).*]

MISS PRICE

[56. *Advanced Latin Composition (1).*]

MISS PRICE

58. *Roman Life and Thought (3).*

No reading knowledge of Latin required.

MISS PRICE

[86. *The Teaching of Latin (3).*]

MR. DAVIS

GREEK

21-22. *Elementary Greek (6).*

MISS PRICE

[51-52. *Homer's Iliad; Plato's Apology; New Testament (6).*]

Prerequisite: Greek 21-22.

MISS PRICE

57. *Greek Life and Thought (3).*

No reading knowledge of Greek required.

MISS PRICE

Art

CLAYTON HENRY CHARLES, *Associate Professor*¹MARY ELIZABETH CRENSHAW, *Acting Assistant Professor*JOHN LAMAR REMBERT, *Instructor*

Requirements for a major: 1-2, 21-22, 31, 32, 98 and advanced courses to total twenty-four hours, one of which must be a lecture course (71, 72 or 74). Course 1-2 does not count toward the major.

Students planning to teach in the elementary grades are required to take Art 53-54 in addition to the courses listed above.

1-2. *Elementary Drawing and Composition (6).*

Two lectures and four studio hours a week.

A beginning course in drawing, composition and painting, with emphasis on the materials and methods of the visual arts. Lectures cover the various phases of art activity, with adequate studio practice to give a real foundation for both appreciation and practice of art.

MISS CRENSHAW

¹ On leave in the armed forces.

21, 22. Design (6).

Six studio hours a week.

An art structure course based upon applied art principles as they affect the practical arts, advertising, posters, industrial design, textiles, costume, illustration and the graphic arts.

MA. REMBERT

31, 32. History and Appreciation of Art (6).

A survey of the significant periods in the history of painting, sculpture, architecture and the applied arts, from ancient times to the present day.

MISS CRENSHAW

41. Theatre Arts (3).

This course is intended to develop the student's visual appreciation and to give him a working knowledge of art techniques in the theatre through study of stage design and its application through laboratory work in theatre planning. (Students may gain experience by working with the Little Theatre and College Theatre associates).

MA. REMBERT

47. Oil Painting (3).

Prerequisite: Art 1-2. Six hours a week.

Studio practice in oil painting using still life, landscape, and the draped life model as subjects. Although actual painting and painting instruction are the purpose of this course, work will be supplemented by occasional lectures and field trips to galleries.

MISS CRENSHAW

48. Watercolor Painting (3).

Prerequisite: Art 1-2. Six hours a week.

Studio and outdoor painting in watercolor, with emphasis placed upon a vigorous and original handling of that medium.

MISS CRENSHAW

53-54. Art Education and Industrial Arts (6).

Two lectures and four studio hours a week.

A study of the aims of art in the elementary school and its place in the integral program; practice drawing and industrial art problems together with the selection and preparation of illustrative material to meet the needs of children of different grade levels. (Planned to meet the state requirement in art for certification in the elementary schools.)

MA. REMBERT

56. Figure Drawing (2).

Study of costumed model and anatomy as it affects surface form.

MISS CRENSHAW

65, 66. Commercial Art (4).

A coordinated course in the study and use of art materials and mechanical drawing instruments, intended to prepare the student for actual practice in advertising art.

MR. REMBERT

71. *Art of the Renaissance (3).*

The Renaissance movement in Italy and the Netherlands as seen in their architecture, painting and sculpture; its development and influence upon contemporary art forms.

MA. REMBERT

72. *Modern Art (3).*

A study of significant movements in the fields of painting, sculpture and architecture in Europe and the United States from the French Revolution to the present day.

MA. REMBERT

91, 91S. *Studio Problems (3).*

A course designed to permit advanced practice and research by art majors in their fields of special interest. Painting, sculpture, design, interior decoration or materials and methods of teaching art are suggested fields of study. These courses must be scheduled by special arrangement with the department head.

MISS CRENSHAW

98. *Seminar (1).*

A study and review group meeting with the staff to consider current problems, advanced techniques, teaching methods and other problems related to art.

Required of all majors in their senior year.

MISS CRENSHAW

Biology

JOHN A. YARBROUGH, *Professor*

CAROL CLARK, *Instructor*

Requirements for a major: 21, 51, and ten to sixteen semester hours elected from other courses in the department.

1-2. *General Biology (6).*

Biology 1 is required of majors in home economics. Elective for others. Two lectures, one conference and two laboratory hours a week.

A course presenting the most important biological facts and principles, and so relating them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the role of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, and the structure and functions of vertebrates with special reference to man constitutes the work of the first semester. During the second semester a study of typical animal and plant forms is made as an introduction to these two kingdoms.

STAFF

21. *Botany (4).*

Prerequisite: Biology 1-2. Two lectures and six laboratory or field-trip hours a week.

A study of the morphological and physiological aspects of the seed plants followed by a survey of the major groups of the plant kingdom.

MR. YARBROUGH

22. *Plant Taxonomy (3).*

Prerequisite: Biology 1-2. One lecture and six laboratory or field-trip hours a week.

A study of the external morphology, identification, classification, and distribution of the seed plants in the vicinity.

MR. YARBROUGH

24. *Bacteriology (3).*

Required of home economics majors. Elective for others. Prerequisite: Biology 1 and Chemistry 1-2 or their equivalents. One lecture and six laboratory hours a week.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation.

MR. YARBROUGH

42. *Invertebrate Zoology (4).*

Prerequisite: Biology 1-2. Two lectures and six laboratory hours a week.

A course dealing with the morphology, physiology, life history and economic importance of a series of invertebrate animals. Particular emphasis is given to the study of animal parasites and the insects.

MRS. CLARK

51. *Comparative Vertebrate Anatomy (4).*

Prerequisite: Biology 1-2. Two lectures and six laboratory hours a week.

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals to be dissected in the laboratory.

MRS. CLARK

[53. *Human Physiology (3).*]

Prerequisite: Biology 1-2, Chemistry 1-2. Especially adapted to students preparing to study medicine or nursing, or to become technicians. Two lectures and three laboratory hours a week.

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other mammals, and simple experiments.

MRS. CLARK

54. *Histology (3).*

Prerequisite: Biology 1-2 and Chemistry 1-2. Especially adapted to students preparing to study medicine or nursing, or to become technicians. One lecture and six laboratory hours a week.

The first half of the course is devoted to slide preparation employing plant and animal tissues. The paraffin method is emphasized with some attention to the celloidin and freezing techniques. The second half consists of a careful microscopic analysis of the common animal tissues.

MR. YARBROUGH

55. *Genetics (3).*

Prerequisite: Biology 1-2 or its equivalent. Three lecture hours a week.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in the discussions.

MRS. CLARK

[56. *Vertebrate Embryology (4).*]

Prerequisite: Biology 1-2. Two lectures and six laboratory hours a week.

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Especial emphasis placed on the chick and pig in laboratory, and outside readings to show comparative stages in other vertebrates.

MRS. CLARK

59. *Plant Anatomy (3).*

Prerequisite: Biology 1-2 and 21. One lecture and six laboratory hours a week.

A study of cellular units of seed plants including both woody and herbaceous types. MR. YARBROUGH

86. *The Teaching of Science (3).*

Open to juniors and seniors taking a major in biology or chemistry. One lecture and six laboratory hours a week. A study of the materials and the methods used in teaching the sciences in high school. MRS. CLARK, MISS KRAMER

Business

ESTELLE L. POPHAM, *Associate Professor*

AMANDA LEE THRASHER, *Instructor*

Students whose field of concentration has business for its major subject will take a minimum of twenty-four semester hours of work in business exclusive of, or in addition to, courses 31-32 and 85. For the requirements in a related field such students will take Economics 21, 22, and 63 and additional courses, upon the advice of the head of the department, to make a total of forty-two semester hours for the field of concentration. Credit for the courses listed below is restricted to majors in the Department of Business.

Since Business 31-32, 53-54, and 73, 74 are skill subjects, they meet five days weekly with shorter assignments than are found in other cases. *Courses in this department are not open to freshmen.*

31-32. *Typewriting (6).*

Development of the ability to typewrite at the rate of at least fifty words a minute on letters, articles, and similar material. MISS THRASHER

53-54. *Elementary Shorthand (6).*

Basic theory of Gregg shorthand with sufficient writing practice to develop a speed of approximately one hundred words a minute on practiced material of simple vocabulary. MISS THRASHER

61, 62. *Accounting (6).*

Accounting for single proprietorships, partnerships, and corporations; classification of accounts; analysis of financial statements; payroll and tax problems. MISS THRASHER

63. *Business Communication and Reports (3).*

Effective written and oral communication in business; composition of adjustment, credit, collection, and sales letters; preparation of advertising copy and business reports. MISS POPHAM

73, 74. *Advanced Shorthand (6).*

Intensive review of Gregg shorthand theory; development of ability to take dictation at not less than 120 words a minute and to transcribe notes at approximately forty words a minute.

MISS POPHAM

75, 76. *Retail Distribution (6).*

A general study is made of the history, policies, and methods of retail distribution. Emphasis is placed upon important problems in store operation dealing with organization and operating activities, control practices, personnel management, merchandising and sales promotion. Considerable attention is given to retailing principles as they apply to the smaller organizations. Field trips and case problems constitute a necessary part of the course.

MISS THRASHER

82. *Statistical Methods (3).*

Theory and practice in the collection and interpretation of statistical data; operation of calculators and other statistical machines. Methods are illustrated with data from the fields of business, sociology, and education.

MISS POPHAM

83. *Business Law (3).*

An introduction to legal problems involved in contracts, sales, property, negotiable instruments, bailments, insurance, employment, torts, and bankruptcy.

MISS POPHAM

84. *Office Management and Practice (3).*

Problems involved in planning and directing business and professional offices; personnel relations and duties; selection and proper use of office supplies and equipment; methods of filing; operation of dictaphone, duplicating machines, and calculators; co-operative secretarial training.

MISS POPHAM

85. *The Teaching of Business (3).*

Aims, objectives, methods, techniques, and materials for teaching business in secondary schools and in specialized vocational schools.

MISS POPHAM

94. *Directed Individual Study (3).*

MISS POPHAM

Chemistry and Physics

MARY ELIZABETH YARBROUGH, *Professor*

MARGARET KRAMER, *Instructor*

Requirements for a major in Chemistry: Twenty-four semester hours from courses in chemistry exclusive of 86.

Chemistry

1-2. *General Chemistry (6).*

Two class hours, one conference, and one three-hour laboratory period a week.

A study of the occurrence, preparation and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon practical application of the science to daily life.

STAFF

21-22. *Organic Chemistry (6).*

Prerequisite: Chemistry 1-2. Two class hours, one conference, and one three-hour laboratory period a week.

A systematic study of the aliphatic and the aromatic series. An introduction in the laboratory work to the fundamental methods of preparation and purification of typical organic compounds.

MISS YARBROUGH

51. *Qualitative Analysis (3).*

Prerequisite: Chemistry 1-2. One class hour, one conference, and two three-hour laboratory periods a week.

The theoretical and practical study of methods of separation and identification of the more common anions and cations.

MISS KRAMER

52. *Quantitative Analysis (4).*

Prerequisite: Chemistry 51. Two class hours, one conference, and two three-hour laboratory periods a week.

Class work devoted to the discussion of the analytical methods used in the laboratory. Laboratory work to include representative procedures of both volumetric and gravimetric methods of analysis.

MISS KRAMER

53. *Advanced Quantitative Analysis (4).*

Prerequisite: Chemistry 52. Two class hours, one conference, and two three-hour laboratory periods a week.

A continuation of 52, including work in volumetric, gravimetric and colorimetric methods of analysis.

MISS KRAMER

54. *Chemistry of Food and Nutrition (4).*

Prerequisite: Chemistry 21-22. Three class hours, one conference, and one three-hour laboratory period a week.

A study of the chemistry and functions of foodstuffs, the amounts of food required in nutrition, and the composition and nutritive value of food materials.

MISS YARBROUGH

56. *Advanced Organic Chemistry (3).*

Prerequisite: Chemistry 21-22. Two class hours and one three-hour laboratory period a week.

A continuation of 21-22. Laboratory work to include organic qualitative analysis. MISS YARBROUGH

86. *Teaching of Science (3).*

For description see Biology 86.

MISS KRAMER

Physics

1-2. *General Physics (6).*

Two class hours, one conference, and one three-hour laboratory period a week.

A study of the fundamental principles of physics. Topics in mechanics, heat, sound, light, and electricity considered. The use of trigonometry and logarithms required.

MISS KRAMER

3, 4. *Intermediate Physics (2).*

Prerequisite or parallel: Physics 1-2. One class hour a week.

An extension of Physics 1-2 to consider certain topics more thoroughly. Designed for majors in mathematics and science.

MISS KRAMER

21. *Household Physics (3).*

Two class hours and one three-hour laboratory period a week.

Required of home economics majors. Principles of mechanics, heat, sound, light, and electricity. Practical applications of the subject stressed.

MISS YARBROUGH

Education

BUNYAN Y. TYNER, *Professor*

HARRY K. DORSETT, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

LILA BELL, *Instructor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Students intending to teach should confer with the Department of Education during their sophomore year to make sure that they will meet the requirements for the state A-grade certificate. All teaching programs must be approved by the head of the education department.

MAJORS IN EDUCATION

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the professional courses outlined on page 17, at

least one of the following courses in education is required for the major: Education 59, 91, 92, making a total of twenty-one to twenty-four semester hours. For those pursuing courses leading to teaching in high school, if education is made the major, in addition to the professional courses outlined on page 45, at least one of the education courses numbered 59, 91, 92, must be taken, making a total of from eighteen to twenty-four semester hours. In addition to these courses all majors in education, on either the elementary or high school level, must take such additional educational and subject-matter courses as may be necessary to meet the requirements for an A-grade certificate in North Carolina.

HIGH SCHOOL TEACHER'S CERTIFICATE

Those who expect to secure State A-grade certificates to teach in high school, must meet the requirements listed below. *It is recommended that students be able to teach at least two subjects in the high school. Majors, related subjects, and electives may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide.* All teaching programs should be approved by the head of the education department by the beginning of the junior year.

I. Subject-Matter Courses

A major and related courses should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

Bible (15), English (24), French (18)¹, German (18), Latin (24), Spanish (18), physical education (15), social sciences (30), mathematics (15), science (30). The following combinations are suggested: English-Latin, English-French, English-history, English-religion, Latin-French, history-religion, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30) including three semester hours in voice; home economics (51); business (30).

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Principles of Secondary Education (Ed. 52).....	3 semester hours
Materials and Methods of Teaching (Ed. 85, 86).....	3 semester hours
Education electives.....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
Minimum Total Required.....	18 semester hours

Students are advised to take these courses in the order listed. One or more of the following should be included in the electives: 56, 59, 91, 92.

GRADE SCHOOL TEACHER'S CERTIFICATE

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

1. The hours required in any foreign language are based upon two units of high school work in that language.

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
¹ Children's Literature (Education 55).....	3 semester hours
American History and Citizenship (21, 22).....	6 semester hours
Geography (21, 22)	6 semester hours
Art Education and Industrial Arts (53-54).....	6 semester hours
Music 55-56	4 semester hours
² Health Education (85).....	3 semester hours
Physical Education (86).....	3 semester hours

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Child Psychology (Ed. 53).....	3 semester hours
³ Educational Measurements (Ed. 56).....	3 semester hours
Principles of Elementary Education (Ed. 57).....	3 semester hours
Elementary Education—Primary or Grammar Grades (Ed. 61, 62 or 63, 64).....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
For Major (Ed. 59, 91, 92).....	3 semester hours
Total	24 semester hours

1. To meet the State physical education requirements, courses 85, 86 may be substituted for a year of physical education required of all candidates for a degree.

2. It is recommended that students planning to teach in grades 4-8 take as one of their prescribed sciences Mathematics 3, 4.

EDUCATION COURSES

51, 51S. Educational Psychology (3).

An attempt to develop with the student a knowledge of psychological principles in their educational aspects. Especial attention to learning. MR. TYNER

52F, 52. Principles of Secondary Education (3).

Prerequisite or parallel: Ed. 51.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports.

MR. DORSETT

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1. The State Department of Education counts Children's Literature as English, and not as education.
 2. The State Department of Public Instruction recommends that Biology 1-2 be taken as a prerequisite.
 3. Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

53, 53S. *Child and Adolescent Psychology (3).*

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence.

Ma. TYNER, Ma. DORSETT

55. *Children's Literature (3).*

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS BELL

56. *Educational Measurements (3).*

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school, and to those majoring in the social sciences.

MR. DORSETT

57. *Principles of Elementary Education (3).*

Required of students working toward elementary certificates. Prerequisite: Ed. 51. Not open to students taking Education 52.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

MR. DORSETT

59. *History of Education (3).*

A survey of educational theories and practices from primitive times to the present, designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education.

MRS. WALLACE

61. *Elementary Education: Grades 1-3 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

MISS BELL

62. *Elementary Education: Grades 1-3 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

MISS BELL

63. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling, and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

MISS BELL

64. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 51.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS BELL

91. *Administration and Supervision of Public Education (3).*

Prerequisite: Ed. 51, and 52 or 57.

A course dealing with the general principles of administration and supervision of public education. The North Carolina system studied and compared. The influence of the several factors of control noted and evaluated. The principal emphasis in the course placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coordination of the various activities of the school as a whole.

MR. TYNER

92. *Philosophy of Education (3).*

Prerequisite: Ed. 51, and 52 or 57.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer considered, with the major emphasis, however, upon the views of contemporary educational leaders and movements. Current educational magazines are given special consideration in reading assignments.

MR. TYNER

DEPARTMENTAL COURSES

(Materials and Methods)

85, 86 (3).

Description of these courses will be found under the several departments. The courses listed below count as education, three semester hours of which are required for a high-school certificate to teach in one field; six semester hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the course is taken. The following courses are offered for teachers on the high-school level:

- 85 B. The Teaching of Business.
- 86 E. The Teaching of English.
- 86 M. L. The Teaching of Modern Languages.
- 86 H. E. The Teaching of Home Economics.
- 86 L. The Teaching of Latin.
- 85 M. The Teaching of Mathematics.
- 86 Mus. The Teaching of Music in the High School.
- 86 R. The Teaching of Religion.
- 86 Sc. The Teaching of Science.
- 86 S. Sc. The Teaching of Social Studies.
- 81, 83-84, 86, 88 P. E. The Teaching of Physical Education.
- 82, 85. H.Ed. The Teaching of Health Education.

OBSERVATION AND DIRECTED TEACHING

95, 96 (3).

It is contemplated that seniors will do observation and teaching for an hour a day for one full semester to meet the requirements for the State A-grade certificate. At least 60 clock hours should be planned, fully one-half of which must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well-qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. *At least two consecutive class periods daily should be reserved in the schedule of seniors planning to teach in either the first or second semester, and these periods must come at the same time each day.* Prerequisites to teaching on the high-school level are: Education 51, 52 and 85 or 86 in the subject in which teaching is to be done. On the elementary level: Education 51, 57, and 61-62, or 63-64. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, maintaining a grade of at least C, especially in her major subject, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Students are advised to plan their schedules so that they will not have to carry more than twelve hours of work, including teaching, during the semester in which supervised teaching is done. Fee, \$15.00. STAFF

English

JULIA HAMLET HARRIS, *Professor*
 MARY LYNCH JOHNSON, *Associate Professor*
 LOUISE LANHAM, *Assistant Professor*
 RUTH COUCH ALLEN, *Instructor*

English 1-2 prerequisite for English 21-22; English 21-22 prerequisite for all other courses in English, except 33-34, 57, 58.

Requirements for a major: 21-22, 51, and 52 or 63, and twelve additional hours, six of which must be chosen from 53, 54, 55, 91, 92. Students may not take both 52 and 63.

1-2. *Principles of Writing (6).*

STAFF

21-22. *Development of English Literature (6).*

MISS JOHNSON, MISS SPRUILL, MISS LANHAM

31-32x. *Fundamentals of English Composition.*

Required of juniors and seniors who need additional practice in composition.
No credit.

MISS SPRUILL

33-34. *Advanced Composition (2).*

MISS HARRIS

51. *Old English Prose (3).*

MISS JOHNSON

52. *Old and Middle English Poetry (3).*

Prerequisite: English 51.

MISS JOHNSON

53, 54. *Shakespeare (6).*

MISS HARRIS

55. *Milton (3).*

MISS HARRIS

58. *American Literature of the Nineteenth Century (3).*

MISS HARRIS

59. *English Literature of the Eighteenth Century (3).*

MISS LANHAM

61. *The English Novel (3).*

MISS LANHAM

62. *English Poetry of the Victorian Period (3).*

Alternates with English 66.

MISS JOHNSON

63. *Chaucer (3).*

MISS JOHNSON

64. *Contemporary Literature (3).*

MISS LANHAM

[66. *English Poetry of the Romantic Period (3).*]

Alternates with English 62.

MISS JOHNSON

86. *The Teaching of English (3).*

MRS. ALLEN

91, 92. *The Principles of Literary Criticism (6).*

MISS HARRIS

Health and Physical Education

DORIS PETERSON, *Associate Professor*

ELIZABETH FRANCES CAMERON, *Assistant*

NELL FORBES, *Assistant*

The program of the Department of Health and Physical Education is designed to meet the needs of each individual student with respect to such problems as:

1. Development and maintenance of a high degree of physical efficiency through a varied program of sports, rhythmic activities, conditioning activities, corrective physical education, and restricted physical education.
2. Development of intelligent understanding of and positive attitude toward personal health and hygiene in relation to daily living.
3. Development of fundamental skills in those activities which will contribute to an intelligent use of leisure time.
4. Provision of adequate opportunities for the development of qualities of leadership and cooperation.

Six semester hours of physical education and two semester hours of health education are required by the College for graduation. At the beginning of each year, each student enrolling in health and physical education undergoes a physical examination given by the Departments of Health Service and Health and Physical Education. Upon the basis of this examination the College physician classifies the student for vigorous activity, semi-vigorous activity, restricted physical education, or corrective physical education.

Health Education

1-2. Freshman (2).

One hour a week for the year.

A fundamental course in the principles and problems of personal hygiene, the course includes a consideration of problems presented by findings of the health examinations of the Departments of Health Service and Health and Physical Education, discussion based upon student problems and interests, and instruction geared to outstanding health problems of college students.

82. Principles and Methods of Health Education for the Secondary School (3).

A study of the principles and history of health education showing the development into the modern program of healthful school living and health instruction; designed to include methods and materials in health education for the secondary school.

86. *Content and Methods in Health Education for the Classroom Teacher (3).*

This course, with Physical Education 86, is designed to meet the State requirements in health and physical education for the classroom teacher; it includes principles, materials, and methods in health education for the elementary school.

Physical Education

Students enrolled in activity courses in physical education are required to have regulation costumes for class; these are secured through the Department of Health and Physical Education.

1-2. *Freshman (2).*

Two hours a week for the year.

21-22. *Sophomore (2)*

Two hours a week for the year.

51-52. *Junior (2).*

Two hours a week for the year.

These courses offer a wide selection of physical education activities. Students classified for regular activity may choose any course listed, provided that during the freshman or sophomore year the selection includes one semester of Creative Rhythmics or Folk Dance.

Physical Education 1-2; 21-22

Beginning Courses:

- a B—Badminton
- a BB—Basketball
- a CR—Creative Rhythmics
- a FD—Folk Dance
- a Golf¹
- a H—Hockey
- a Sb—Softball
- a So—Soccer
- a T—Tennis
- a V—Volley Ball

Physical Education 51-52

Intermediate Courses:

- b B—Badminton
- b BB—Basketball
- b CR—Creative Rhythmics
- b FD—Folk Dance
- b T—Tennis

5-6. *Restricted and Corrective Physical Education (2).*

Two hours a week for the year.

Students classified for restricted physical education are enrolled in these courses. Each course is adapted to the needs of the individual student. In cases where student choices can be allowed, final selection will follow a conference with the Head of the Department after the completion of the physical examination required by the College.

¹. Special fee.

Beginning Courses:

- a A—Archery
- a BM—Body Mechanics
- a RA—Rhythmic Activities
- a RS—Recreational Sports
- a R—Rest

Intermediate Courses:

- b A—Archery
- b BM—Body Mechanics
- b RS—Recreational Sports

[81. *Community Recreation (3).*]

The concept and theory of recreation and play; present-day trends in recreation in the light of its historical background; the scope of community recreation and the place of physical education within the area; the organization and administration of recreation centers; principles and methods of planning, conducting, and evaluating recreation programs.

83-84. *The Teaching of Individual and Team Sports (6).*

A study of the history, methods of teaching, lesson planning, care of equipment, techniques, and tactics for the following sports: Hockey, Soccer, Speedball, Basketball, Tennis, Softball, and Archery; a study of the history, organization, and standards of the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation; practical experience in conducting sports tournaments and testing programs.

86. *Content and Methods in Physical Education for the Classroom Teacher (3).*

This course, with Health Education 85, is designed to meet the State requirements in health and physical education for the classroom teacher; it includes principles, materials, and methods in physical education for the elementary school.

88. *The Organization and Administration of Health and Education in the Secondary School (3).*

The organization and administration of secondary school programs of health and physical education: finance, equipment, care and sanitation of buildings, gymnasiums, swimming pools, locker rooms and showers; organization of intramural tournaments, sports days, and play days; curriculum construction; organizations furthering health and physical education.

History and Government

SAMUEL GAYLE RILEY, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

Requirements for a major: History 1-2 (prerequisite); eighteen to twenty-four semester hours including History 21, 22.

HISTORY

1-2. *Historical Backgrounds of Modern Civilization (6).*

Required of freshmen who have not had at least two years of history in high school.

STAFF

21, 22. *American History (6).*

A survey course.

MR. RILEY, MISS KEITH

[51. *Ancient History (3).*]

Prerequisite: History 1-2.

MRS. WALLACE

[52. *Medieval European History (3).*]

Prerequisite: History 1-2.

MRS. WALLACE

53. *Modern European History 1500-1830. (3).*

Prerequisite: History 1-2.

MR. RILEY

54. *Modern European History 1830-1914 (3).*

Prerequisite: History 1-2.

MRS. WALLACE

56. *The British Empire (3).*

Prerequisite: History 1-2

MISS KEITH

61. *Europe Since 1914 (3).*

Prerequisite: History 1-2.

MRS. WALLACE

63. *Political and Social History of the American Colonies (3).*

Prerequisite: History 21, 22.

MISS KEITH

64. *Southern History (3).*

MISS KEITH

65. *The United States in the Twentieth Century (3).*

Prerequisite: History 21, 22.

MR. RILEY

66. *Studies in the Social History of the United States (3).*

Prerequisite: History 21, 22.

MR. RILEY

86. *The Teaching of the Social Studies (3).*

Open to juniors and seniors taking a major in history or sociology.

MRS. WALLACE

GOVERNMENT

21. *Government of the United States (3).*

MISS KEITH

22. *State and Local Government in the United States (3).*

MISS KEITH

Home Economics

ELLEN DOZIER BREWER, *Professor*

JENNIE M. HANYEN, *Associate Professor*

Requirements for a major: Twenty-four semester hours of work in home economics, to include either Home Economics 51, and 52 or 53.

Home economics students are advised to take Chemistry 1-2 in the freshman year. Other courses in science should include Biology 1 and 24, Chemistry 21, and Physics 21.

1-2. *Textiles and Clothing (6).*

Two lectures and four hours of laboratory.

A course including the study of clothing suitable for individual types and various occasions. Construction of garments. Individual clothing budget. An analysis of textiles to find the relation between cost and quality. MISS HANYEN

21-22. *Foods and Cookery (6).*

Required of sophomores majoring in home economics. Open to other sophomores, juniors, and seniors. One lecture and five hours of laboratory.

A study of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and of elementary nutrition.

MISS BREWER

51. *Nutrition (3).*

Prerequisites: Home Economics 21-22 and Chemistry 21. Two lectures and two hours of laboratory.

MISS BREWER

52. *Advanced Foods (3).*

Prerequisite: Home Economics 21-22. One lecture and five hours of laboratory.

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and serving of meals of various types.

MISS BREWER

53. *Textiles and Clothing (3).*

Prerequisite: Home Economics 1-2. Two lectures and four hours of laboratory.

Tailoring. Use of a foundation pattern in designing. Remodeling garments. Identification and practical testing of materials.

MISS HANYEN

[54. *Textiles and Clothing (3).*]

Prerequisites: Home Economics 1-2 and 53. One lecture and five hours of laboratory.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form.

MISS HANYEN

55. *House Planning and Furnishing (3).*

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and arrangements of interiors with special emphasis on economic factors.

MISS BREWER

56. *Child Development and Home Nursing (3).*

A study of the physical care and development of the child from pre-natal period through infancy. Principles of nursing as applied to the home care of the sick. For the duration, adaptations made to meet Red Cross requirements.

MISS HANYEN

58. *Home Management (3).*

The application of scientific principles to the problems of the modern homemaker.

MISS BREWER

59. *Home Cookery (3).*

Elective for juniors and seniors in all courses. One lecture and five hours of laboratory.

A brief course in food selection, preparation, and service, planned for students majoring in other fields.

MISS BREWER

62. *Nutrition (3).*

Prerequisite: Home Economics 51. Two lectures and two hours of laboratory.

A continuation of Home Economics 51 with emphasis on special dietary problems.

MISS BREWER

85, 85S. *Methods of Teaching Home Economics (3).*

A study of the methods of teaching home economics in high school. Source materials. Related materials. Lesson planning. Study of methods of testing.

MISS HANYEN

91. *Economics of the Home (1).*

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Economics 58.

MISS BREWER

93, 94. *Economics of the Home—Residence (2).*

To be taken in connection with Home Economics 91.

Residence for students in groups of four in the home management apartment for one month.

MISS HANYEN

Mathematics

ERNEST F. CANADAY, *Professor*

Requirements for a major: Eighteen to twenty-four semester hours which must include courses 51 and 52. Courses 1, 2 and 3, 4 do not count on the major.

1. *College Algebra* (3).

(Not open to those who have had or who are taking Math. 3, 4.) MR. CANADAY

2. *Trigonometry* (3).

MR. CANADAY

3, 4. *General Mathematics* (6).

This course includes a review of basic mathematics, acquaints the student with the important formulas of plane and solid geometry and the fundamental principles of college algebra and trigonometry.

Not open to those who have had or who are taking Math. 1, 2.)

MR. CANADAY

21-22. *Analytic Geometry* (6).

Prerequisite: Math. 1, 2 or 3, 4.

MR. CANADAY

24. *Solid Geometry* (3).

(Offered in alternate years.)

MR. CANADAY

51, 52. *Differential and Integral Calculus* (6).

Prerequisite: Course 21-22.

MR. CANADAY

53. *Theory of Equations* (3).

Prerequisite: Course 21-22.

MR. CANADAY

54. *College Geometry* (3).

A course in modern plane geometry.

MR. CANADAY

[55. *Methods* (3).]

(Offered in alternate years.)

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and magazines. Given in alternate years.

MR. CANADAY

Modern Languages

ELLIOTT HEALY, *Professor*¹

ELIZABETH LOWNDES MOORE, *Acting Associate Professor*

ROBERT B. NANCE, *Instructor*

MARY B. MACDONALD, *Instructor*

FRENCH

Requirements for a major: Eighteen semester hours above 21-22, which must include 51-52 and 57. A student planning to teach French in high school and taking only the minimum number of hours required by the state is advised to include French 57 and French 86 in her program. French 86 counts as Education.

1-2. *Elementary French (6).*

The equivalent of two years of high school French. A course including (1) a functional study of elementary grammar; (2) practical phonetics; (3) graded readings; (4) introduction to French civilization. STAFF

21-22. *Intermediate French (6).*

A continuation of French 1-2. A course in which the student learns to read intelligently unsimplified French and to comprehend short lectures in French, and is introduced to the literature of modern France, with increased emphasis upon French civilization and the history of France. STAFF

51-52. *Survey of French Literature (6).*

A study of the development of French literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art and national history and culture. Reading of the significant works in every *genre*, as well as background material. STAFF

53. *Seventeenth Century (3).*

An intensive study of the great age of French classicism, its philosophy and its literature. MISS MOORE

54. *Eighteenth Century (3).*

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France. MISS MOORE

¹ On leave in the armed forces.

55. *French Romanticism (3).*

A study of the romantic movement in French literature, its decline, and the beginnings of Realism, with special emphasis on poetry and the drama.

MISS MOORE

56. *French Literature Since 1850 (3).*

A study of the age of realism and naturalism, with attention to the background of the contemporary period in literature, literary criticism, and philosophy.

MISS MOORE

57. *Advanced Composition and Conversation (3).*

Training in written and spoken French. Required of majors in French.

MISS MOORE

86. *Materials and Methods of Teaching Modern Languages (3).*

A study of realia, texts and methods adapted to high school teaching. Observation in the Raleigh schools and preparation of projects. Recommended for all who expect to teach a modern foreign language.

MISS MOORE

[91. *The French Drama (3).*]

A rapid and extensive survey of French drama from the Middle Ages to the present. Lectures, readings, and reports. Open to seniors, and to juniors by permission.

MISS MOORE

[92. *Prose Fiction (3).*]

The novel and short story. Individual reading and research. Open to seniors, and to juniors by permission.

MISS MOORE

93. *Development and Structure of the French Language (3).*

A survey of the historical development of French from Latin. Reading of works in Old French.

MISS MOORE

SPANISH

1-2. *Elementary Spanish (6).*

The equivalent of two years of high school Spanish. A course including (1) a functional study of elementary grammar; (2) practical phonetics; (3) graded readings; (4) study of Pan-American relations and our neighbors to the south.

STAFF

21-22. Intermediate Spanish (6).

A continuation of Spanish 1-2. Further study of the Castilian language, with as much practical experience in its use as is possible through correspondence and personal contacts. Reading texts from Spanish and Spanish-American literature and periodicals.

STAFF

51-52. Survey of Spanish Literature (6).

Reading of the most important works of Spanish literature with especial emphasis on the Golden Age. Lectures on literary trends and backgrounds.

STAFF

53-54. Survey of Spanish-American Literature (6).

Reading of the important works of Spanish American authors. A study of these works in relation to the history and culture of Latin America.

MISS MACDONALD

57. Advanced Composition and Conversation (3).

Training in written and spoken Spanish. Required of majors in Spanish.

MISS MACDONALD

GERMAN

1-2. Elementary German (6).

A course in beginning German, including a functional study of elementary grammar, pronunciation, graded readings, and an introduction to German civilization.

MR. NANCE

21-22. Intermediate German (6).

A continuation of German 1-2. A course in which the student learns to read intelligently unsimplified German and to comprehend short lectures in German, and is introduced to literary criticism based on the literary art and civilization of Germany. (German 58 may be substituted for German 22.)

MR. NANCE

[51-52. Survey of German Literature (6).]

A study of the development of German literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art and national history and culture. Significant works of every *genre* to be read, as well as background material.

MR. NANCE

53. The Classical Period (3).

A study of the more important writers of the period 1750-1800. Reading of works by Goethe, Lessing and Schiller.

MR. NANCE

54. *Romanticism and Realism (3).*

Reading and discussion of the outstanding works of the period 1800-1850.

MR. NANCE

57. *Advanced Composition and Conversation (3).*

Training in spoken and written German.

(Offered in alternate years.)

MR. NANCE

58. *Scientific German (3).*

Designed to meet the needs of students who are interested especially in scientific work. Rapid reading of various texts.

(Offered in alternate years.)

MR. NANCE

Music

HARRY E. COOPER, *Professor*

STUART PRATT, *Associate Professor*

EDGAR H. ALDEN, *Assistant Professor*¹

BEATRICE DONLEY, *Assistant Professor*

PHYLLIS WARNICK, *Instructor*

MARJORIE KEIGER HALPERN, *Instructor*

DOROTHY ALDEN, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance.

Students who wish to major in any branch of music must demonstrate to the satisfaction of the head of the department that their talent and previous training are such that they are qualified to carry on the work in a satisfactory manner.

Students who cannot meet all the entrance requirements of the college and the department may take work in applied music, but will not receive credit for such work.

Major in applied music (piano, organ, violin, or voice) for the degree of Bachelor of Arts:

Applied music major.....	24 hours
Electives in applied music	6 hours
Theory 1-2	6 hours

1. On leave in the armed forces.

Theory 21-23	6 hours
History of Music 23-24.....	6 hours
Form and Analysis 53-54	4 hours
Electives in theory.....	6 hours
Choir	2 hours

Major in Public School Music for the degree of Bachelor of Arts:

Theory 1-2	6 hours
Theory 21-22	6 hours
History of Music 23-24.....	6 hours
Form and Analysis 53-54	4 hours
Methods 85, 86.....	6 hours
Wind Instruments 65	2 hours
String Instruments 66	2 hours
Conducting 97.....	2 hours
Choir	2 hours
Piano and voice ¹	

Majors in voice, violin, and organ must attain a reasonable proficiency in piano.

Majors in organ should elect: Counterpoint, four semester hours (junior year); and Canon and Fugue, two semester hours (senior year).

A senior recital is required of all majors in applied music.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC

Students who hold the degree of Bachelor of Arts or Bachelor of Science will be granted the degree of Bachelor of Music on meeting the following requirements:

1. Present a total of 45 hours in applied music, at least 36 hours of which must be in one major field of applied music, and play a recital which, in the opinion of the faculty, is worthy of the degree.

2. Complete all theory courses in the following list which have not already been completed:

Theory 1-2.....	6 hours
Theory 21-22.....	6 hours
Music history 23-24.....	6 hours
Form and Analysis 53-54.....	4 hours
Counterpoint 51-52.....	4 hours
Canon and Fugue 98.....	2 hours
Composition 91	3 hours
Development of Symphony 101.....	2 hours
Orchestration 94.....	2 hours
Conducting 97.....	2 hours

Students may elect additional courses in any department if time permits, but will not be required to carry more hours than necessary to meet these minimum requirements.

¹ Piano and voice must be studied until, in the opinion of the faculty, a reasonable proficiency has been reached. The State Department of Education requires three hours of voice.

EQUIPMENT

Seven grand pianos, forty upright pianos, a large three-manual organ, two two-manual organs, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

STUDENT RECITALS

Student recitals are held bi-weekly, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, or violin will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors.

Majors in Public School Music are expected to appear in one public recital above the level of the student recital.

CONCERTS

The College appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals which music students can usually arrange to attend. There are in Raleigh excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music are active as recitalists, and the faculty concerts given throughout the college year include works from all schools of composition, and are a very important part of the life of the college.

THEORETICAL COURSES

1-2. Theory (6).

Required of freshmen majoring in music.

A course designed to give a thorough grounding in the melodic, harmonic, and rhythmic elements of music through sight-singing, dictation, key-board and written work. The use of the primary and secondary triads studied in four-part harmony.

MISS WARNICK

21-22. Theory (6).

Prerequisite: Theory 2.

Required of sophomores majoring in music.

A continuation of Theory 1-2 with similar procedure. An advanced course studying modulations, seventh chords, chromatic alterations, etc. MAS. HALPERN

23-24. The History of Music (6).

Prerequisites: English 2, History 2, and Music Theory 2. Required of students majoring in music.

The development of musical art from ancient times to the present. The study of music as literature, through the analysis of masterworks.

MR. PAATT

26. *Appreciation of Music (3).*

A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors.

MA. COOPER

51-52. *Counterpoint (4).*

Prerequisite: Theory 22. Required of juniors majoring in organ.

Strict counterpoint in all five species in two, three, and four parts.

MR. ALDEN

53-54. *Form and Analysis (4).*

Prerequisite: Theory 22. Required of juniors majoring in music.

An explanation of design and structure in all types of homophonic music. The phrase, period, song-forms carried through to the sonata.

MR. COOPER

55-56. *Public School Music for Grade Teachers (4).*

A course in fundamentals of voice production and a study of sight singing and methods of public school music needed by the grade-school teacher who does not major in public school music.

MISS WARNICK

57. *The Teaching of Piano (3).*

Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students.

MRS. HALPERN

61. *The Teaching of String Instruments (3).*

A short resume of the history of string instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement.

MA. ALDEN

65. *Wind Instruments (2).*

Required of majors in public school music.

A practical study of the technique of at least two wind instruments. One class lesson and five hours practice per week.

MR. KUTSCHINSKI

66. *String Instruments (2).*

Required of majors in public school music. Hours to be arranged.

A practical study of the violin for public school music majors. One class lesson and five hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MRS. ALDEN

85. *Materials and Methods of Teaching Music in the Grades (3).*

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the various texts in use in the elementary grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year; methods of interesting children in music. Selection and presentation of rote song; the child voice in singing; the unmusical child; introduction of staff notation and the beginning of music reading; directed listening.

Mrs. ALDEN

86. *Materials and Methods of Teaching Music in the High School (3).*

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the texts in use in the junior and senior high school. The adolescent voice and its care; testing and classification of voices. The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

MISS WARNICK

91. *Composition (3).*

Prerequisite: Counterpoint 52, and Form and Analysis 54.

Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. Two recitations and one conference a week.

STAFF

94. *Orchestration (2).*

Prerequisites: Harmony 22, Counterpoint 52.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

STAFF

95a, 96a. *Observation and Directed Teaching in Applied Music (3).*

The work to be done in connection with Theory 57 or 61, under the direction of the professor giving such course. In some cases a limited amount of this credit allowed toward the requirement in directed teaching for the certificate.

STAFF

95, 96. *Observation and Directed Teaching (3).*

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken.

MISS WARNICK

97. *Conducting (2).*

Required of students majoring in public school music.

Essentials in conducting, baton technique. Practical experience in conducting in the college choir.

Mrs. ALDEN

98. *Canon and Fugue (2).*

Prerequisite: Counterpoint 52. Required of seniors majoring in organ.

A course touching upon all the complex devices of involved polyphonic music. Double, triple, and quadruple counterpoint.

Mr. COOPER

101. *The Development of the Symphony (2).*

Prerequisite: Music History 24 or Music Appreciation 26.

The history of the symphony, with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized.

Mr. COOPER

ENSEMBLE

67-68. *Ensemble Playing (2).*

A study of the standard ensemble literature open to all qualified students by arrangement with members of the faculty.

STAFF

Choir (1½ each year).

A requirement for all students majoring in music. An opportunity for studying the best music and for frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day and a concert in the spring.

Mr. COOPER

Fee: \$1.00.

Glee Club (1).

An opportunity for studying the best in classic and modern song literature. All members of the Glee Club required to attend all rehearsals and concerts. Spring concert. Membership open to all students through audition with the director.

Miss DONLEY

Fee: \$1.00.

Orchestra (1).

An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting. MRS. ALDEN

APPLIED MUSIC

All courses in applied music require three hours practice per week for each semester hour credit; for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of applied music in any one semester. The work in applied music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

PIANO

MR. PRATT, MISS WARNICK, MRS. HALPERN

1-2. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg; and other pieces of similar difficulty.

21-22. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Doring *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; Chopin Preludes, Nocturnes, Waltzes; and other composers.

51-52. Junior Piano.

Etudes of the difficulty of Clementi *Grados ad Parnassum*, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26. Op. 27, No. 1; concertos by Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

91-92. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28; concertos by Beethoven, Rubinstein, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

ORGAN

MR. COOPER

1-2. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

21-22. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilman, Mendelssohn; simpler works of the modern schools; accompanying.

51-52. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas and Concertos*; sonatas by Guilman, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers; service playing.

91-92. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

VIOLIN

MR. ALDEN

1-2. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

21-22. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

51-52. Junior Violin.

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

91-92. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavlnies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

VOICE

MISS DONLEY

1-2. Freshman Voice.

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures; development of freedom of voice; simpler songs from classical and modern composers.

21-22. Sophomore Voice.

Technical work of the freshman year continued; scales, staccato, and legato exercises; English and Italian pronunciation; moderately difficult songs by Schubert, Franz, Ries, Schumann, and American composers; the simpler solos from the oratorios.

51-52. Junior Voice.

More advanced technique and vocalizations; French and German pronunciations; more advanced Schumann and Schubert songs; simple Brahms, Strauss, and representative American composers, such as Griffes, Watts, and Framer; all oratorio repertoire.

91-92. Senior Voice.

Technical work continued; classic and modern opera; advanced song literature.

Psychology and Philosophy

HAROLD GRIER McCURDY, *Associate Professor*

Majors are required to take Psychology 21, 22, and one course in Philosophy, plus nine additional hours of work in the Department.

PSYCHOLOGY*21. General Psychology (3).*

An introductory survey of some general facts of human experience and behavior.

Ma. McCURDY

22. General Experimental Psychology (3).

A closer examination of general psychology, emphasizing the experimental approach. Two hours of laboratory weekly. Ma. McCurdy

51. Abnormal Psychology (3).

A study of the symptoms and causes of mental breakdown, and related phenomena. Ma. McCurdy

56. Social Psychology (3).

An analysis of social organization as exhibited in animal and human societies. Ma. McCurdy

58. Personality (3).

A study of the human individual as a dynamic whole. Ma. McCurdy

PHILOSOPHY

21. History of Ancient and Medieval Philosophy (3).

An introduction to the Western tradition in philosophy, from Thales to St. Thomas Aquinas. Ma. McCurdy

22. History of Modern Philosophy (3).

A continuation of the above, from the revolt against scholasticism to the present day. Ma. McCurdy

53. Plato (3).

An intensive study of the Dialogues. Ma. McCurdy

Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

CLEO MITCHELL, *Assistant Professor*

1-2 or 21, 22 prerequisite to all other courses in Religion.

Requirements for a major in religion: Eighteen to twenty-four additional hours. Prospective teachers of religion shall include in their major 31, 32, 59, and 86. Religion 86 counts as Education. Students who plan to become denominational workers in local churches or associations shall include in their major 41, 42 and 45.

1-2. Old and New Testament History (6).

Miss MITCHELL, Mr. FREEMAN

21. *Hebrew History and Prophecy (3).*

The course of Hebrew history traced from its national beginnings to the time of Jesus. Special attention given to the work of the prophets.

MR. FREEMAN

22. *New Testament History (3).*

MR. FREEMAN

31. *The Bible as Literature (3).*

The various types of Biblical literature studied and compared with corresponding extra-biblical material, with the aim of discovering the literary beauty and the spiritual values of the Bible.

MR. FREEMAN

32. *History of the Bible (3).*

In a general way the history of the Bible as a book from its composition to the present. A study of the origin of the various writings, how they became a Bible; the transmission of the Bible in original languages; the great translations; and its influence on religion, morals, art, literature, and social institutions.

MR. FREEMAN

41. *An Introduction to Religious Education (3).*

An introductory survey of the history, principles, and content of religious education.

MISS MITCHELL

42. *The Local Church Program of Religious Education (3).*

Prerequisite: Religion 41.

A study of the various elements in an effective program of religious education in the local church; a study of the materials and methods for organization and administration of religious educational agencies in church and community.

MISS MITCHELL

[45. *Baptist History and Doctrines (3).*]

After a brief study of New Testament Christianity and a glimpse of changes that came later, the rise and progress of the Baptist denomination are traced. Special attention is given to developments in American Baptist Missions, and present Baptist beliefs.

MR. FREEMAN

[57. *History of Religion (3).*]

The most important religions of the past and present studied and compared to see their relations to one another and their distinctive features.

MR. FREEMAN

[58. *History of Christianity (3).*]

The course of Christian history traced, with emphasis on the development of doctrine, worship, religious institutions, and political and social influence.

MR. FREEMAN

[59. *Moral and Social Ideals of the Bible (3).*]

The moral and social teachings of the Bible studied with special reference to their bearing on present social conditions.

MR. FREEMAN

[60. *Religious Problems (3).*]

A consideration of several of the most important doctrinal and practical problems facing religion today.

MA. FREEMAN

86. *The Teaching of Religion (3).*

Religion 41 is recommended as prerequisite.

A study of the aims, materials, and techniques used in week-day religious education: observation of the teaching of religion in public schools.

MISS MITCHELL

Sociology, Economics, and Geography

ELLEN WINSTON, *Professor*

MARIAN BROCKWAY, *Instructor*

Requirements for a major in Sociology: Eighteen to twenty-four semester hours.

Requirements for a major in Economics: Fifteen hours in Economics and additional hours to be elected from Business 61, 62, 82, 83.

SOCIOLOGY21. *Principles of Sociology (3).*

Prerequisite to all other sociology courses. A general introduction to the field of sociology.

STAFF

22. *Social Problems (3).*

Survey of major social problems in contemporary society.

A study of adjustment problems of individuals.

STAFF

51. *Race Problems (3).*

Analysis of race problems in the United States, with especial reference to the Negro.

MRS. WINSTON

52. *Crime (3).*

Crime and punishment. A study of the factors associated with criminal behavior of juveniles and adults and methods of dealing with it.

MRS. WINSTON

61. *Rural Sociology (3).*

The effects of rural life upon personality and culture. Rural social problems. Rural-urban interrelations.

MRS. WINSTON

[62. *Population Problems (3).*]

A study of the problems of quality and quantity of population, and social and economic aspects of current population trends.

MRS. WINSTON

64. *Introduction to Social Work (3).*

A pre-professional course to introduce the student to the field of social work.

MRS. WINSTON

[66. *Regional Sociology of the South* (3).]

A brief survey of the development of ecological, economic, and cultural patterns in the southeastern states. Emphasis upon the distribution, utilization, and conservation of natural and human resources of the South as compared with other regional areas.

92. *The Family* (3).

The social history of the family; marriage and family adjustment; family relationships; social change and problems of the modern family. MRS. WINSTON

93, 94. *Directed Individual Study* (6).

Research and study in a special field outside the regular departmental offerings. Open by permission of the head of the department to senior major students who meet the college requirements for individual study. MRS. WINSTON

97. *Introduction to Social Research* (3).

A survey of the general field of sociological research. Methods of developing studies and analyzing sociological data. MRS. WINSTON

ECONOMICS

21, 22. *Principles of Economics* (6).

A general introduction to the field of economics.

MISS BROCKWAY

[24. *Economic History* (3).]63. *Economics of Consumption* (3).

An analysis of consumption problems in relation to economic principles. Practices and policies affecting consumer wants. Effects of a war-time economy upon consumption.

MRS. WINSTON

66. *Labor Economics and Labor Problems* (3).

An analysis of American labor in a changing economic and social order. Special emphasis upon trends in employment, labor organizations, and standards in relation to scientific management, state and federal labor legislation, and problems of workers in the war-time economy.

MISS BROCKWAY

GEOGRAPHY

21. *Principles of Human Geography* (3).

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

MISS BROCKWAY

22. *Geography of North America* (3).

Each of the natural divisions of the continent studied with regard to its physical features, resources, and economic activities.

MISS BROCKWAY

DEGREES CONFERRED IN 1943

The degree is in each case Bachelor of Arts, unless otherwise designated.

Ailstock, Marjorie Virginia	Covington, Va.
Allen, Madge Leona	Forest City
Auman, Rosalie Yow	Seagrove
Bagnal, Suzanne	Winston-Salem
Bailey, Virginia Carolyn	Chadbourn
Barefoot, Catherine	Wade
Barger, Willie Morrison	Moorestville
Baucom, Joyce Melba	Apex
Baugh, Mattie Irene	Durham
Beone, Dorothy Belle	Tampa, Fla.
Boone, Louise Vann	Winton
Bowers, Evelyn Eloise	Sanford
Brooks, Betty Carlyle	Raleigh
Brownlee, Elizabeth Hayward	Worcester, Mass.
Bryant, Mary Agnes	Lasker
Bullard, Mary Shannon	Raleigh
Bunker, Adelaide Angell	Mount Airy
Byrum, Virginia Campbell	Edenton
Carver, Hazel Elizabeth.....	Winston-Salem
Chappell, Margaret Lorraine	Mount Airy
Charles, Frances Adelaide	Winston-Salem
Clarke, Kathleen Emerson	Severn
Claussen, Catherine Christina	Charleston, S. C.
Cline, Dartha Dorris	Shelby
Coleman, Elizabeth Hicks	Rocky Mount
Comer, Mary Frances	Cherokee
Cook, Helen Royal	Salemberg
Couch, Geraldine	Elkin
Crecch, Iris Culler	High Point
Crocker, Frances Louise	Cary
Crutchfield, Jennie Freeman	Woodsdale
Davis, Nancy Victoria	Winston-Salem
Diaz, Jessie	Santurce, Puerto Rico
Dillon, Evelyn Hall	Goldsboro
Dixon, Anna Ruth	Siler City
Duke, Rowena Carolyn	Henderson
Edwards, Marylisbeth	Kinston
Gilbert, Annie Lide	Bolivia
Green, Margaret Elizabeth	Lexington
Grimes, Lois Evelyn	Asheboro
Gulley, Sheila Moffatt	Alexandria, Va.

Hampton, Laula Evelyn	Winston-Salem
Hardison, Anna Gertrude	Greenville
Haynes, Rose Marie	Clyde
Haywood, Nancy Lucille	Mount Gilead
Hewett, Flora Belle	Washington
Hicks, Willie Lee	Raleigh
Holland, Grace	Salemburg
Hopkins, Theda Roxie	Creswell
Huffman, Evelyn Blanche	Raleigh
Huggins, Minnie Morris	Raleigh
Jackson, Sarah Greenwood	Mount Alry
Johnson, Gretchen Pauline	Magnolia
Jones, Helen Best	Warsaw
Joyner, Willa Lee	Elm City
Kerr, Mary Frances	Yanceyville
Kirtland, Grace Ann	Raleigh
Knight, Ione Kemp	Madison
Lassalle, Evelyn	New York, N. Y.
Lee, Virginia Louise	Raleigh
Lovelace, Rachel Margaret	Canton
McClure, Bettye Lou	Shelby
McDaniel, Alice Jeannette	Jackson
Meads, Emma Lee	Weeksville
Mills, Margaret Farrar	Apex
Minshew, Ann Lilbourn	Boykins, Va.
Mull, Sara Hoyle	Shelby
Olive, Florence Beverly	Wade
Ott, Mary Louise	Raleigh
Pair, Elsie Lee	Knightdale
Penland, Vinita Jane	Burnsville
Phillips, Nina Louise	Toecane
Putnam, Rebekah	Shelby
Reid, Vera Pauline	Franklin
Riggs, Dorothy Frances	Raleigh
Riggs, Elizabeth Brinkley	Durham
Roberson, Margaret Eloise	Mount Airy
Sawyer, Mary Louise	Elizabeth City
Scarborough, Helen Virginia	Bishopville, S. C.
Smith, Hazelene	Wagram
Smith, Juanita Maxine	Bowling Green, Fla.
Sowers, Gracie Maxine	Lexington
Stewart, Hazel Louise	Lillington
Sutton, Naney Kathryn	Monroe

DEGREES CONFERRED

77

Thomas, Elizabeth Hunt	Statesville
Thompson, Kathleen Ball	Raleigh
Thorne, Beryl Margaret	Lake View, S. C.
Tingley, Ruth Lytton	Thomasville
Tulburt, Vivian	Miller's Creek
Turner, Winnie Davis	Hamlet
Ward, Marguerite Ernestine	Hertford
Watson, Gloria	Greensboro
Wilson, Sidney Ann	Raleigh
Winstead, Dorothy Mae	Elm City
Wyatt, Mary Frances	Winston-Salem
Yates, Ruby Lee	Chadbourn

REGISTER OF STUDENTS

Seniors

Alexander, Grace	Goldsboro
Allen, Carolyn	Cherryville
Anderson, Gloria Mae	Asheboro
Arnsdorff, Dorothy	Savannah, Ga.
Ayers, Virginia	Toccoa, Ga.
Baker, Helena Chapman	Norfolk, Va.
Barden, Annie Catherine	Rose Hill
Baucom, Barbara Lee	Apex
Bowden, Martha Elizabeth	St. Pauls
Branch, Avis Kathaline	Emporia, Va.
Brewer, Georgie Sears	Pittsboro
Brewer, Margaret Linda	Kinston
Brunt, Margaret Cornell	Winston-Salem
Bryan, Julia Margrette	Garner
Bryant, Mary Elizabeth	Durham
Bullock, Dae Steele	Fairmont
Burchette, Dorothy	Winston-Salem
Carlton, Mary Eloise	Burgaw
Carpenter, Katie	Morrisville
Carr, Lillian Etheleen	New Hill
Chiffelle, Genevieve	Slatersville, R. I.
Colvard, Mildred Louise	Rockingham
Creech, Elva Louise	Ahoskle
Crump, Mary Susan	Wagram
Dillon, Mary Isabel	Lexington
Duckworth, Margaret Ball	Asheville
Edinger, Lois Virginia	Thomasville
Farmer, Fannie Memory	Raleigh
Finney, Audria Kerman	Elkin
Gaskin, Erleen Grace	Albemarle
Gattis, Martha La Monna	Burlington
Gower, Minnie Lou	Clayton
Green, Charlotte	Ogbomosbo, Nigeria, West Africa
Hamrick, Doris Louise	Winston-Salem
Harris, Annie Richie	Raleigh
Hill, Mary	Albemarle
Holder, Oneta	Lillington
Hoover, Julia Alyce	Crouse

Jennette, Mildred Brown.....	Raleigh
Johnson, Grace.....	Wallace
Johnson, Mary Elizabeth.....	Fair Bluff
Jones, Doris Woody.....	Roxboro
Jones, Geraldine	Clayton
Jordan, Margaret	Raleigh
Knott, Helen Ruth.....	Wendell
Kramer, Ann Ray.....	Elizabeth City
Lassiter, Margaret Leigh.....	Raleigh
Latta, Madeline Hall.....	Hillsboro
Lowery, Margaret	Peachland
McIntyre, Mary Catherine	Charlotte
McNeely, Mary Sue.....	Arlington, Va.
McNeill, Sarah Elizabeth	Elkin
Maness, Rebecca Bryant	Buie's Creek
Matthews, Annie Mary.....	Laurinburg
Mayfield, Bobby Ruth	Monroe
Melvin, Mollie Olivia.....	Kerr
Melvin, Virginia Greenwood.....	Raleigh
Middleton, Rea Beverette	Raleigh
Miller, Elizabeth Jane.....	Irvington, N. J.
Mills, Elizabeth Gertrude.....	Wilmington
Mims, Cornelia Park	Raleigh
Moore, Frances McKenzie.....	Kinston
Moore, Mary Elizabeth	Raleigh
Nance, Mary Lou	Portland, Pa.
Olive, Emily Louise	Raleigh
Outlaw, Sadie Rouse.....	Seven Springs
Parrott, Mary Elizabeth.....	Henderson
Powell, Catherine Maynard.....	Wallace
Prevatte, Betty Rose	Lumberton
Rankin, Valleria Page.....	Richmond, Va.
Rautenstrauch, Ruth Purdy.....	Raleigh
Rawlins, June Baker	Delmar, Del.
Robertson, Norma B.....	Raleigh
Rogers, Elizabeth Bishop	Raleigh
Sannella, Rosalind	Littleton, N. H.
Savage, Hannah May	Ahoskie
Senter, Mary Ellen.....	Raleigh
Shields, Ione Kitchin.....	Scotland Neck
Silver, Mary Margaret.....	Shelby

Sinclair, Olene.....	Dunn
Small, Miriam Viola.....	Albemarle
Sorrell, Mary Eunice.....	Dunn
Stanley, Dorcas.....	Smithfield
Stewart, Elsie Reaves.....	Lillington
Swaim, Lois	High Point
Taylor, Etta Powell.....	Whitakers
Thorne, Betty Ruth	Lake View, S. C.
Todd, Hazel.....	Loris, S. C.
Turner, Dorothy Ethel	Chalyheate Springs
Valentine, Marjorie Jeanette.....	Raleigh
Vereen, Eleanor Clara.....	Raleigh
Webb, Margaret Jessie.....	Greensboro
White, Ann Carolyn	Wilmington
Whitchurst, Lydia Elizabeth	Elizabeth City
Wilkerson, Mary Elizabeth.....	Willow Springs
Williams, Ruth Joyce	Burlington
Woodard, Betty Lurlyne.....	Castalia
Woodward, Nathalie Salley.....	Anderson, S. C.
Wrenn, Mary Elizabeth.....	Wise, Va.
Wyman, Ruth Elizabeth.....	Raleigh
Yates, Sarah Elizabeth.....	Kannapolis
Ziegler, Sarah Moore	Marshville

Juniors

Allen, Evalyn Elizabeth.....	Wadesboro
Allen, Janie Sue	Cherryville
Baker, Mary Rachel.....	Pageland, S. C.
Bass, Carolyn Annette.....	Rocky Mount
Beckwith, Annie Helen.....	Fayetteville
Bedon, Helen Davie	Miami, Fla.
Blackman, Mildred Fay	Honolulu, Hawaii
Bowman, Dorothy Pearce	Raleigh
Britt, Evelyn Bowman	Marion
Britt, Veronica.....	Clarkton
Burchard, Elizabeth Manoa	Asheville
Carter, Elizabeth Wilder	Wallace
Cash, Janie Mary	Oxford
Champion, Evelyn Fay	Wake Forest
Cherry, Willie Mae	Washington
Coppedge, Hallie Maria	Durham

Crain, Helen Frances	Clarksville, Va.
Curran, Mary Washington	Northside
Cuthrell, Betty Bland	Lexington
Dark, Margaret Elizabeth	Marianna, Fla.
Deaton, Betty Lou	Raleigh
Dowell, Elizabeth Lynwood	Raleigh
Elmore, Augusta Lee	Morganton
Ferguson, Nelda Mae	Durham
Fleischmann, Jeanne Marie	Raleigh
Foster, Emma Charles	Elkin
Freiberger, Annette	Syracuse, N. Y.
Gibbs, Hilda	Seven Springs
Gilkeson, Doniphan	Fishersville, Va.
Glover, Cleo Cornelia	Zebulon
Goodwin, Hazel Norris	Raleigh
Grady, Hazel Mae	Morganton
Griggs, Cornelia Brooks	Wadesboro
Gwaltney, Evelyn E.	Hiddenite
Hall, Helen Elizabeth	Raleigh
Hines, Margaret Louise	Roanoke Rapids
Hinton, Genevieve	Apex
Hobbs, Ethyleen Bryson	Raleigh
Hoggard, Eileen	Aulander
Humphrey, Lillian Ainsley	St. Pauls
Jeffreys, Martha Tharrington	Hamlet
Jenkins, Ella McNeill	Boiling Springs
Johnson, Ellen Katherine	Enfield
Jones, Mary Caroline	Winston-Salem
Kambis, Alexandra	Elizabeth City
Kambis, Daisy Juliette	Elizabeth City
Kenyon, Carolyn Gray	Raleigh
King, Mollie Ruth	Wilmington
Laine, Mabel Louise	Morehead City
Lamb, Edna Lou	Ingold
Lassiter, Helen Rebecca	Potterasi
Liles, Hortense	Goldsboro
Lineberry, Lillian Johnson	Raleigh
Loftin, Eleanor	Kinston
Long, Margaret Josephine	Shelby
Lutz, Betty Ann	Shelby
Lyon, Ruby	Thomasville
Lyon, Ruth	Thomasville

McDaniel, Laura Ellen	Kinston
McLawhorn, Patsy Jane	Winterville
McMillan, Betsy Barbara	Raleigh
Marley, Rebecca	Cary
Maynard, Virginia Elizabeth	San Jose, Costa Rica
Monteith, Mary Kathryn	Sylva
Morehead, Rosemary	Weldon
Murray, Martha Elizabeth	Burgaw
Nance, Priscilla Claire	Raleigh
Patton, Grace Virginia	Morganton
Payne, Alice Dunn	Murfreesboro
Peck, Laura Frances	Albemarle
Perkins, Annie Wray	Roxboro
Phillips, Iris	Cary
Pitman, Margery Edna	Fairmont
Ray, Evelyn Mae	Whitakers
Reid, Dorothy Louise	Franklin
Ross, Muriel	Ash
Rotella, Mary	Asheville
Sanderson, Verna Louise	Lumberton
Shealy, Dorothy Jacobs	Raleigh
Smith, Margaret Weathers	Fuquay Springs
Snow, Laura Frances	Stanley
Southerland, Emma Catherine	Wallace
Sprinkle, Faye Avonne	Raleigh
Stark, Gladys Fink	Mt. Clemens, Mich.
Strole, Rachel Estella	Chadbourn
Summers, Mabel Miller	Bardstown, Ky.
Thornton, Mildred Cain	Garden City, Long Island, N. Y.
Tippett, Dorothy Elizabeth	Raleigh
Toms, Anna Lou	Shelby
Tulburt, Doris Dean	Millers Creek
Ward, Hattie Griffin	Williamston
Watson, Betsy Ellen	Fayetteville
Webb, Martha Christine	Mount Airy
Wilson, Hilda Louise	Hallsboro
Zentz, Ruth Virginia	Baltimore, Md.

Sophomores

Aiken, Marion Joyce	Raleigh
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Banks, Mary Elizabeth	Apex
Barnes, Rebecca	Black Creek
Blum, Marjorie Fleming	Middleburg
Boling, Dorothy	Fayetteville
Bowman, Doris Gene	Raleigh
Britt, Isabel Rose	Cary
Brooks, Jean Allen.....	Kinston
Bruton, Dorothy Mae	Raleigh
Carter, Amy June.....	Winston-Salem
Cash, Vistula Meredith	Charlotte
Chesson, Iva Jean	Roper
Chiffelle, Ethel	Slatersville, R. I.
Clayton, Mary Josephine.....	Millersville, Md.
Davis, Jean	Selma
Davis, Mary Elizabeth	Wadesboro
Davis, Mary Harriett	Winston-Salem
Delbridge, Alice	Spring Hope
Dorsett, Josephine	Siler City
Eatman, Jewell	Raleigh
Evans, Helen Elizabeth	Milltown, N. J.
Ferrell, Marilyn	Kinston
Fishel, Eloise	Oxford
Fitzgerald, Eva Marie	Pinehurst
Fleming, Julia Frink	Fuquay Springs
Freeman, Mary Maxwell	Dohson
Frink, Hilda Lee	Clarendon
Gilbert, Mildred Lee.....	Bolivia
Greene, Ruby Florence	Boones Mill, Va.
Hall, Deleano	Burlington
Harper, Susie Lee	Durham
Harris, Nancy Baldwin	Norwood
Hatch, Betsy Foushee.....	Pittsboro
Haywood, Mary Carolyn.....	Florence, S. C.
Hemric, Ada Madeline	Cycle
Holt, Betsy Jean.....	Raleigh
Hoyle, Viola May.....	Henderson
Hughes, Josephine	Greer, S. C.
Hyatt, Jewel Clay	Goldsboro
Jenkins, Mildred Allen	Creedmoor
Johnson, Hazel Lassiter.....	Smithfield
Johnson, Winnie Elizabeth	Bolivia
Jones, Myra Harton	Murfreesboro

Kaplan, Sheila Marcia	Greensboro
Kitchin, Maria Arrington	Scotland Neck
Knott, Emily Haywood	Kinston
Koehler, Evelyn	Scranton, Pa.
Krahnke, Gwendolyn Elizabeth	Ieland
Lambert, Mary Dell	Carthage
Lassiter, Emily Lloyd	Potocasi
Ledford, Florine	Raleigh
Lee, Flora Ann	Raleigh
Leonard, Charlotte Josephine	Lexington
Lewis, Willa Grey	High Point
Long, Melba LeGrand	Durham
McLendon, Anne	Lexington
Mace, Elizabeth	Beaufort
Majette, Peggy	Grimesland
Matthews, Julia Carmen	Cary
Mauney, Helen Burt	Richfield
Miller, Myra Anne	Cary
Olive, Mary Helen Mills	Raleigh
Pierce, Gertrude White	Hallsboro
Powers, Sarah Kathleen	St. Pauls
Pridgen, Hannah Louise	Warsaw
Redwine, Connie	Raleigh
Roddick, Katherine Smith	Winston-Salem
Sawyer, Elizabeth	Elizabeth City
Severn, Billie	Brigantine, N. J.
Shelton, Elizabeth	Washington
Shuffler, Marie	Raleigh
Spencer, Ruby Lee	Ayden
Spiers, Marilyn	Raleigh
Stanfield, Wilba Chambers	Durham
Stevens, Mary Barbara	Raeford
Stone, Dorothy Lee	Morrisville
Thompson, Nellie Ray	Mt. Olive
Turner, Mary Alice	Hamlet
Turner, Mary Gertrude	Chalybeate Springs
Utey, Hepsie Lane	Fuquay Springs
Vande Kieft, Ruth Marguerite	Raleigh
Wallace, Frances Estelle	Jamesville
Watkins, Jane Merritt	Durham
Watkins, Sarah Frances	Troy
Weldon, Dorothy Thomas	Louisburg
Wethington, Mary Lee	Grifton

White, Alma Jean.....	Colerain
White, Lovie Ruth.....	Hobgood
Williamson, Mary Jo	Raleigh
Wilson, Mary Elizabeth.....	Hurdle Mills
Wood, Magdalene Dee	Castalia
Wyche, Amy McBryde	Hallsboro
Yelverton, Betsey Paul	Raleigh

Freshmen

Abernathy, Barbara Dean	McAdenville
Allen, Doris Elizabeth	Rockingham
Allen, Matildah White	Middlesex
Ange, Mercedes Virginia	Jamesville
Baldwin, Mabel Jane	Whiteville
Ballentine, Lucille Jane	Middlesex
Bandy, Frances Louise	Lincolnton
Batten, Miriam Elizabeth	Whiteville
Bostic, Geraldine	Warsaw
Branch, Ava Jean	Goldsboro
Bray, Avis Carol	Walnut Cove
Britt, Josephine	Enfield
Brothers, Jane Virginia	Rockingham
Bruner, Charlotte	Louisville, Ky.
Bullock, Betty Rae	Fairmont
Bullock, Letha	Fairmont
Burchard, Glendon Josephine	Raleigh
Caison, Lou Underwood	Roseboro
Carraway, Sallye Ruth	Charleston, S. C.
Casey, Anne Lucille	North Wilkesboro
Clark, Ernestine Maebelle	Raleigh
Congleton, Frances Eloise	Acmé
Cooper, Dorothy Mae	Falcon
Cotton, Elizabeth Abigail	Poplar Branch
Dail, Elizabeth Anne	Kenansville
Davis, Jessie Leigh	Yadkinville
Davis, Clara Jay	Middlesex
Dean, Ann Lewis	Louisburg
Dickens, Nancy Wilkerson	Wilson
Drake, Joan	Griffin, Ga.
Edwards, Rebecca Anne	Marshville
Elrod, Selma Frances	Tarboro
Evans, Amanda Florine	Wilmington

Fales, Helen	Wilmington
Fallin, Mona Elaine	Walnut Cove
Farmer, Annie Pleasant	Littleton
Farmer, Saxe Barnes	Clayton
Ferguson, Emily Porter	Raleigh
Finch, Tessie	Wilmington
Fitchett, Sara Hope	Dunn
Fleming, Edith Waller	Northside
Floyd, Margaret	Fairmont
Formy-Duval, Ida Pauline	Winston-Salem
Franklin, Mattie Rea	Stem
Freeman, Frances Isabell	Dobson
Freeman, June Loraine	Raleigh
Fulmer, Rosemary	Florence, S. C.
Funderburk, Ruby Jetta	Rockingham
Futch, Madge	Magnolia
Gates, Nancy Grey	Kinston
Godwin, Jean Connie	Dunn
Gorham, Nancy Jane	Rocky Mount
Grainger, Rosa Imogene	Lake View, S. C.
Greene, Alice Jane	Raleigh
Griffith, Jean McLean	Lexington
Hamrick, Martha	Raleigh
Hancock, Marcia May	Winston-Salem
Harper, Linnie Elizabeth	Louisburg
Harris, Mary Cooke	Henderson
Hatch, Edith Angelea	Mount Olive
Havnaer, Helen Sara	Fayetteville
Hicks, Nancy Ross	Rocky Mount
Highfill, Virginia Barnes	Winston-Salem
Hight, Mary Elizabeth	Henderson
Hillard, Merle Cherry	Portsmouth, Va.
Hine, Emily Vivian	Winston-Salem
Holcomb, Virginia Mae	Winston-Salem
Honeycutt, Charlotte Virginia	Raleigh
Hooker, Esther Jane	Richmond, Va.
Horst, Regina	Webster, S. D.
Horton, Alta Eugenla	Apex
Hudson, Katherine Irene	Statesville
Hughes, Anne Hood	Selma
Hurst, Iva	Pittsboro
Ianora, Amalia Margaret	Brooklyn, N. Y.
Ipock, Martha Elizabeth	Ernul
Isley, Jane Parker	Raleigh

James, Hilda Pauline	Clyde
James, Martha Lea	Winston-Salem
Jennette, Helen Miller	Raleigh
Jones, Martha McGowen	Wallace
Jones, Mary June	Selma
Joyner, Josephine Barbee	Spring Hope
Kambis, Martha Andrée	Elizabeth City
Keen, Marjorie Shannon	Durham
Knight, Ruth Maxine	Stokesdale
Kornegay, Christine	Seven Springs
Kutschinski, Louise Ruth	Raleigh
Lane, Winnie Lois	Pittsboro
Lassiter, Stella White	Potocasi
Lawton, Cora Lee	Iva, S. C.
Lewis, Mary Hildred	Middlesex
Liles, Margaret Hilda	Goldsboro
Little, Evelyn Thain	Smithfield
Lockamy, Carolyn Mae	Jacksonville
Loftin, Dorothy Lee	Goldsboro
McCoy, Annie Belle	Charlotte
McDonald, Sue Dell	Fuquay Springs
McLamb, Helen Eileen	Erwin
Martin, Mary Elizabeth	Raleigh
Martin, Ruth Price	Mt. Olive
Massey, Beth	Zebulon
Massey, Dorothy Sears	Louisburg
Maxwell, Betsy Dell	Raleigh
Middleton, Nancy Lee	Winston-Salem
Miles, Sarah Elizabeth	Warrenton
Miller, Emma Ruth	Wallace
Mobley, Della Jane	Williamston
Moore, Annie Grey	Selma
Moore, Cornelia Doris	Elm City
Morgan, Nedgelena Elizabeth	Angier
Murray, Martha Grey	Rose Hill
Murray, Zelma Marie	Burgaw
Nicholson, Mary Allen	Raleigh
Olive, Irene McMillan	Southern Pines
O'Reilly, Marjorie Helen	Cottage City, Md.
Owen, Barbara Ann	Durham
Pacz, Rita	Quito, Ecuador, S. A.
Page, Etra Etta	Clarkton
Pair, Hilda Grey	Knightdale
Parker, Jean Miller	Winston-Salem

Parker, Peggy Louise	Henderson
Patterson, Rebecca June	Sanford
Pearee, Alma Willis	Hamlet
Peele, Mary Trulah	Williamston
Perry, Margie Wayne	Raleigh
Pope, Daphne Mae	Magnolia
Pope, Mary O'Neal	Williamston
Purser, Martha Blue	Goldsboro
Reid, Katherine Rebecca	Warrenton
Resch, Nancy Reginia	Charleston, S. C.
Reynolds, Mary Beryl	Raleigh
Rogers, Lillie Belle	Wake Forest
Rozar, Albertine	Raleigh
Rumley, Mildred Frances	Stokesdale
Sadler, Mary Esther	Littleton
Shields, Angeline Katherine	Scotland Neck
Showalter, Mildred Elizabeth	Raleigh
Silver, Evelyn Marie	Durham
Simpson, Elaine	Raleigh
Simpson, Nancy Frances	Stokesdale
Smith, Carrie Camille	Wilmington
Smith, Isabelle	Chadbourn
Snipes, Annie Elizabeth	Wilmington
Stallings, Colleen Margaret	Lumberton
Stanley, Eliza Kornegay	Kinston
Stanley, Martha Fleming	Kinston
Stell, Dorothy Elizabeth	Raleigh
Stephens, Frances Bagwell	Warsaw
Stephens, Helen	Boardman
Stewart, Marjorie Ann	Goldsboro
Stillwell, Elizabeth Ann	Sylva
Stone, Barbara Elaine	Durham
Straughan, Virginia Evelyn	Raleigh
Taylor, Agnes Scott	Raleigh
Teachey, Mary Elizabeth	Wallace
Teachey, Mary Helen	Wallace
Temple, Joyce Carolyn	Zebulon
Thomas, Helen Galloway	Greenville
Thomas, Joyce Evelyn	Rocky Mount
Timberlake, Edith Mae	Nelson, Va.
Tucker, Frances Jane	Raleigh
Ulrich, Dorine	Lake Waccamaw
Van Sant, Claire Thomas	Charleston, W. Va.
Vinson, Ella Sue	Clayton

Wallis, Helen Louise	Portsmouth, Va.
Walthall, Marie	Norfolk, Va.
Ward, Sarah Thomasine	Ryland
Warrick, May Elizabeth	Smithfield
White, Marie	Bladenboro
Whitfield, Pattie Lue	Mt. Olive
Wilburn, Peggy Jane	Raleigh
Wilson, Catherine Shannon	Louisburg
Wilson, Inez Beatrice	Hurdle Mills
Wilson, Lois Almeda	Erwin
Wilson, Margaret Joyce	Raleigh
Wilson, Mary Wandeele	Lake Waccamaw
Winfree, Geraldine	Raleigh
Witherspoon, Willie Geneva	Rockingham
Witmer, Jacqueline	Raleigh
Witmer, Rose Marie	Raleigh
Wood, Julian Ann	Rockfish
Yeager, Betty Jean	Hickory

Part-Time Students

Barnes, Barbara MacKinnon	Raleigh
Bridgers, Mrs. J. E.	Raleigh
Buie, John R.	Raleigh
Campbell, Virginia Lee	Raleigh
Cooper, Phyllis	Raleigh
Copley, Ann Mitchell	Raleigh
Everett, Betty	Raleigh
Fallon, Rosalie Marie	Raleigh
Frye, Mrs. Thad N.	Cary
Hall, A. C., Jr.	Raleigh
Halpern, Marjorie Keiger	Winston-Salem
Holland, Irma Ragan	Raleigh
Hurwitz, Shirley Reva	Raleigh
Johnson, Peggy	Raleigh
Lec, Mitchell	Varina
Robertson, Norma B.	Raleigh
Satterfield, Margaret	Raleigh
Shaw, Margaret	Macon
Siddell, Bill	Raleigh
Spencer, Elizabeth	Raleigh
Utley, Wilhelmina	Benson
Vogel, Glenn	Raleigh
Wilson, Sidney Ann	Raleigh

SUMMER SESSION, 1943

Abernathy, Barbara	McAdenville
Allen, Janie Sue	Cherryville
Austell, Catherine	Raleigh
Baker, Rachel	Pageland, S. C.
Beckwith, Helen	Fayetteville
Bennett, Olive	Cary
Bowman, Dorothy	Raleigh
Brewer, Georgie	Pittshoro
Bruton, Dorothy	Raleigh
Buie, John	Raleigh
Bunn, Dorothy	Raleigh
Carpenter, Katie	Morrisville
Crain, Helen Frances	Clarksville, Va.
Creech, Elva	Ahoskie
Crump, Susan	Wagram
Deane, Anne	Louisburg
Deaton, Betty Lou	Raleigh
Duckworth, Margaret	Asheville
Evans, Florine	Wilmington
Farmer, Fannie Memory	Raleigh
Finney, Audria	Elkin
Fitzgerald, Durema	Raleigh
Fleming, Mary Bryan	Raleigh
Futrelle, Fannie Belle	Emporia, Va.
Gaskin, Erleen	Albemarle
Gattis, LaMonna	Burlington
Goad, Frances	Raleigh
Goodwin, Hazel	Raleigh
Griffin, Mrs. J. G.	Zebulon
Griggs, Cornelia	Wadesboro
Hall, Helen	Raleigh
Hamrick, Martha	Raleigh
Henderson, Elizabeth	Hickory
Hines, Margaret	Roanoke Rapids
Hoggard, Eileen	Aulander
Holt, Betsy	Raleigh
Huss, Charlie	Raleigh
Johnson, Katharine	Enfield
Johnson, Mary Elizabeth	Fair Bluff
Johnson, Winnie	Bolivia

Jones, Caroline	Winston-Salem
Jones, Geraldine	Clayton
Kirby, Mary	Raleigh
Lambert, Mary Dell	Carthage
Lawton, Cora Lee	Iva, S. C.
Lineberry, Lillian	Raleigh
Lutz, Betty Ann	Shelby
McIntyre, Mary Catherine	Charlotte
McLawhorn, Patsy	Winterville
Marley, Rebecca	Cary
Marshbanks, May	Buie's Creek
Mayfield, Bobby	Monroe
Mims, Cornelia	Raleigh
Morehead, Rosemary	St. Pauls
Moore, Elizabeth	Raleigh
Murphy, Elizabeth Ann	Raleigh
Nordan, Sophronia	Smithfield
Parker, Margaret	Raleigh
Pegram, Jean	Raleigh
Pemberton, Carolyn	Raleigh
Phillips, Iris	Cary
Pitman, Margery	Fairmont
Pridgen, Hannah	Warsaw
Privette, Doris Horton	Zebulon
Rautenstrauch, Ruth	Raleigh
Robertson, Norma B.	Raleigh
Rush, Florence	Columbia, S. C.
Sanderson, Louise	Lumberton
Senter, Mary Ellen	Raleigh
Shuffler, Ila Marie	Raleigh
Siddell, Bill	Raleigh
Silver, Mary Margaret	Shelby
Sinclair, Olene	Dunn
Smith, Isabelle	Chadbourn
Sorrell, Mary	Dunn
Southerland, Emma	Wallace
Taylor, Etta	Whitakers
Thomas, Margaret	Raleigh
Thomas, Marion	Raleigh
Tippett, Dorothy	Raleigh
Todd, Hazel	Loris, S. C.
Upchurch, Ernestine	Raleigh

Valentine, Marjorie	Raleigh
Weldon, Dorothy	Louisburg
Whitaker, Virginia	Raleigh
Williams, Joyce	Burlington
Wilson, Catherine	Louisburg
Wilson, Mary Alice	Raleigh
Wyatt, Frances	Raleigh
Yelverton, Betsey Paul	Raleigh
Yelverton, Jacqueline	Raleigh
Zentz, Ruth	Baltimore, Md.

SUMMARY OF STUDENTS

Seniors	102
Juniors	95
Sophomores	94
Freshmen	183
<hr/>	
Total Classmen	474
Part-Time Students	21
<hr/>	
	495
Summer School Students	92
<hr/>	
	587
Less for duplication	71
<hr/>	
Net Enrollment	516

SUMMARY BY STATES AND FOREIGN COUNTRIES

Delaware	1	Pennsylvania	2
Florida	2	Rhode Island	2
Georgia	2	South Carolina	12
Kentucky	2	South Dakota	1
Maryland	2	Virginia	14
Michigan	1	West Virginia	1
New Hampshire	1	Africa	1
New Jersey	3	Costa Rica	1
New York	3	Ecuador	1
North Carolina	463	Hawaii	1

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MEREDITH SERENDIPITY*



LEGEND—A Day in the Life of a Meredith College May Queen

Julia Marguerite Bryan, college's 1934 President, Charles Campbell on a Literary Society golden, she is president of The Phi Society, a "Society for the Advancement of the Arts," Melville Branch, Governor of North Carolina, and to Mrs. Broughton, in the college garden. . . . Prepares to chapel singing with her group of the college choir. . . . Works in Biology Laboratory. . . . Attends lesson in Voice Studio. . . . "Takes out" in "The Red Fitness" class. . . . Presides as "Queen of the May." . . . "You shall be Queen," says Gloria Cranford, president of the Student Government Association. . . . Gloria was elected Maid of Honor to the Queen. . . . "Wake me up," she utters, then, for to-morrow I'm to be Queen of the May. Julia Marguerite says to Elizabeth McNair, her sophomore roommate at Meredith. . . . (Any High School senior girl, who is interested in attending Meredith College next year, may receive an invitation to attend "Bash" (the "Week-End" and May Day, May 6 and 7, by addressing a request to the girls above.)



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MEREDITH



LEGEND—Meredith Coll

Abernathy, Patsy—McAdenville
Adams, Lorene—Charleston, S. C.
Alexander, Frances—Goldsboro
Anderson, Betty—Statesville
Andrews, Eleanor Jane—Pittsboro
Arthur, Jeanne, Portsmouth, Va.
Arthur, Virginia—Driver, Va.
Austin, Mrs. Don (Vada Whitfield)—
Raleigh

Austin, Hilda—Winston-Salem
Baker, Faye—Raeford
Ballentine, Rebecca—Fayetteville
Barnes, Alice—Youngsville
Bass, Louise—Louisburg
Beal, Ann—Richmond, Va.
Beam, Mary Ann—Cherryville
Beaty, Lillian—Charlotte
Beckman, Jean—Farmville
Beland, Dorothy—Washington, D. C.
Bell, Margaret—Fayetteville
Bellamy, Sunshine—Scotland Neck
Berry, Louise—Elizabeth City
Bishop, Carolyn—Asheville
Bland, Doris—Wallace
Bordeaux, Christine—Wallace
Bowers, Sallie Ray—Littleton
Bowman, Charlotte—Boones Mill, Va.
Boyd, Mary—Durham
Bradley, Jean—Belmont
Brady, Betty—Ramsen
Brewer, Nita (Sara Leonita)—
West Point, Ga.

Bridger, Valeria—Bladenboro
Britt, Marion—Clarkton
Britt, Rebecca—Lumberton
Brothers, Jean—Elizabeth City
Brown, Anne—Raleigh
Brown, Imogene—Four Oaks
Bryan, Jean—Hamlet
Bullard, Pauline—Windsor
Bullock, Panthea—Roxboro
Bunn, Margaret—
Zebulon and Roanoke Rapids

Bussey, Jacqueline—Hallsboro
Cain, Alice—Fayetteville
Caldwell, Bertie—Maiden
Camp, Edith—Waynesville
Campbell, Virginia—
117 Forest Road, Raleigh

Carroll, Doris—Charlotte
Cartwright, Norma Claire—Raleigh
Casey, Doris—North Wilkesboro
Caveness, Hennie Helen—
Carolina Beach

Chapman, Betty—Maiden
Cole, Madgeleen—Burlington
Colovos, Margaret—Raleigh
Cooke, Alta—Wendell
Cox, Betty Winston—Durham
Cox, Estella—Durham
Craig, Mary Frances—Stanley
Creech, Christine—Smithfield
Creech, Nancy—Bethesda, Md.
Davis, Betty—Yadkinville
Davis, Jane—Shelby
Deans, Rosa—Raleigh
Deidmen, Clara Lee—Shelby

Dixon, Bernice—Leasburg
Dixon, Bidney—Raleigh
Dixon, Geraldine—Gastonia
Dixon, Pauline—Walstonburg
Dover, Margaret (Mrs. M. H.)—
Winston-Salem

Eakes, Tilley—Fuquay Springs
Emory, Elizabeth—Northside
Fales, Margaret—Wilmington
Fales, Mary Dell—Wilmington
Finch, Helen—Mt. Airy
Fleming, Mary Bryan—Raleigh
Fleming, Rachel—Fuquay Springs
Fleming, Sarah—Pikeville
Fleming, Susan—Pikeville
Fox, Betty—Statesville
Franklin, Ruth—Drexel
Frye, Irene—Raleigh
Gaddy, Rosemary—Whiteville
Garner, Hazel—Kenly
Garner, Margaret—Winston-Salem
Gay, Carolyn Ann—Jackson
George, Marguerite—Raleigh
Gilbert, Rosa—Bolivia
Goad, Frances—Raleigh
Goldston, Virginia—Goldston
Graham, Stennett—Proctorville
Gravely, Mary Eleanor—Woodsdale
Greene, Gussie Ruth—Oxford
Griffin, Kathryn—Monroe
Griffin, Olive—Durham
Grigg, Pearl—Shelby

Guyton, Erma Joy—Bladenboro
Hangler, Thebna Lucille—Monroe
Hall, Lou Ella—Waynesville
Hall, Ruth—Lillington
Hardison, Elizabeth—Goldston
Harmon, Lois—McBee, S. C.
Harmon, Rose Marie—Hallsboro
Harris, Agnes—Oxford
Harris, Doris—Raleigh
Harris, Gertrude—Concord
Harris, Nell—Raleigh

Henderson, Bette—Raleigh
Herndon, Margaret—Morrisville
Hill, Miriam—New Bern
Holder, Ester—Lillington
Holloman, Roselind—Ahoskie
Hooper, Etta—Elizabeth City
Horton, Martha Anne—Erwin
Howard, Mollie Rae—Washington, D. C.
Howell, Margaret—Severn
Howerton, Dorothy—Durham

Hoyle, Mildred—Henderson
Humphrey, Mary—Wilmington
Huppmann, Terry—Washington, D. C.
Hurwitz, Shirley—Raleigh
Isbell, Kathleen—Winchester, Tenn.
Jackson, Loletia—Frostproof, Fla.
Johnson, Barbara—Benson
Johnson, Edith Anne—Lumberton
Johnson, Joyce—Beaufort
Jones, Frances—La Grange
Justice, Jean—Little Rock, Ark.
Keene, Mary Frances—Dunn
King, Patricia—Williamston
Kinlaw, Marie—Lumberton

ERENDIPITY*



New Students, 1944-45

night, Carolyn—Madison
omegay, Virginia—Mt. Olive
mcasters, Eloise—Bolivia
und, Frances—Burlington
ndfear, Jacqueline—Hamlet
ney, Mary Ethel—Malden
ewis, Anna Holmes—Rosehill
ewis, Betty—Tomahawk
ewis, Sarah—High Point
ewis, Stuart—Loris, S. C.
ewis, Winifred—Raleigh
les, Meredith—Goldsboro
nney, Bette—Wilkesboro
nton, Mildred—Kinston
ucas, Alberta—Knightdale
upo, Hiawatha—Tabor City
eCornie, Allie—Rowland
eCoy, Mary Beulah—Sumter, S. C.
eCoy, Mary Elizabeth—Charlotte
eGaugan, Bennie—Lumber Bridge
eLamb, Annabean—Benson
eNeil, Patricia—North Wilkesboro
ePherson, Mary Frances—

Elizabeth City

address, Jean—Seaboard
anty, Viola—Worcester, Mass.
arkland, Marian—Winston-Salem
artin, Carol—Troy
ason, Marie—Apex
ass-y, Nancy Jo—Cary
ayer, Gloria—Washington, D. C.
aynard, Dorothy—Smithfield
elvin, Sara—Kerr
iddleton, Jane—Winston-Salem
iddleton, Ruth—Wilmington
idiken, Mary Louise—Silver City
intz, Lois Catherine—Wilmington
itchiner, Doris—Clayton
oore, Margaret—Raleigh
organ, Anna Jo—Raleigh
organ, Betty—Elizabeth City
organ, Jamie Sue—Spindale
eese, Harriet—Cary
ichols, Betty—Durham
ichols, Doris—Earl
icholson, Alice Mae—Hamlet
arnan, Glenda—Elkin
orville, Helen—Richmond, Va.
dam, Jessie Rose—Mt. Olive
glesby, Anna—Kinston
live, Jean—Elberle
live, Glenn—Elberle
sborne, Lelene—High Point
ullaw, Jean—Elizabeth City
urker, Katherine—Lexington
urker, Mary Lee—Rocky Mount
ate, Frances—Pikeville
aul, Margaret Anne—Beaufort
eola, Evelyn—Lexington
illips, Billie—Asheville
ere, Nancy—Windsor
ope, Frances—Hickory
owers, Carolyn—Wallace
actor, Nell—Rocky Mount
ugh, Nola—Elizabeth City
ugh, Naomi—Camden

Reid, Mildred—Franklin
Rhue, Vermona—Greensboro
Riddle, Mary—Raleigh
Riggsbee, Jane—Caryboro
Robertson, Emily—Staten Island, N. Y.
Roland, Mary—Wilmington
Rosser, Janet—Vass
Rouse, Carrie—Seven Springs
Safley, Ruby—Coolidge
Sanders, Jane—Four Oaks
Sanders, Madge—Sanford
Sawyer, Lucille—New Bern
Sears, Katherine W. (Mrs. J. C., Jr.)
Wilmington

Sears, Ruth—Morrisville
Shaw, Frances—Raleigh
Shellsmith, Barbara—Worcester, Mass.
Sherron, Ha—Wake Forest
Simmons, Marceline—Mt. Airy
Singleton, Dorothy—Raleigh
Sinner, Ellen—Mt. Gilead
Smith, Petis—White Oak
Smith, Ruth—Vineland, N. J.
Snell, Patrice—Columbia, N. C.
Snyder, Betty Ann—Canton
Sorell, Edith—Dunn
Stallings, Evelyn—Youngsville
Stanley, Jane—Loris, S. C.
Stephenson, Edith—Lenoir
Stillwell, Joy—Sylvia
Stroupe, Laura—Mt. Holly
Summerlin, Ruth—Fuquay Springs
Swinson, Lillian—Raleigh
Sykes, Edith—Spring Hope
Taylor, Elizabeth—Raleigh
Thomas, Mary Beth—Asheville
Thompson, Roy Lee—Haw River
Thompson, Frances—Silver Spring, Md.
Timberlake, Phyllis—Youngsville
Tolan, Elaine—Belhaven
Tinner, Katherine—Newton
Vail, Doris—Pikeville
Vila, Louise—Sanford
Vinson, Mary Helen—Clayton
Wainscott, Ruth—Asheville
Wallis, Ann—Portsmouth, Va.
Ward, Frances—Mt. Olive
Warren, Mary Virginia—Charlotte
Weathers, Jolene—Wake Forest
Wells, Gayle—Rosehill
Westmoreland, Margaret—Marion
Whitaker, Annie Virginia—Raleigh
White, Bobbie—Goldsboro
Whitney, Josephine—Mrs. J. W. —
Barber, N. J.

Wilkinson, Helen—Marie
Wilmington
Williamson, Vera—Biscoe
Wilson, Charlotte—Burlington
Wilson, Dorothy—Lumberton
Woodart, Catherine—Walpole, Mass.
Witherspoon, Doris—Rockingham
Wood, Catherine—Burlington
Woody, Zella—Raleigh
Works, Evelyn—Rocky Mount
Wyatt, Ruth—Hubbard

MEREDITH COLLEGE BULLETIN

SERIES 38 — SEPT. 1944 — No. 1

ENTERED AS SECOND CLASS MATTER

RALEIGH, NORTH CAROLINA



Published by MEREDITH COLLEGE at Raleigh, N. C.
Monthly except June, July, and August
Entered January 13, 1908, at Raleigh, N. C., as Second-
Class Matter under Act of Congress of July 16, 1894.

MEREDITH S

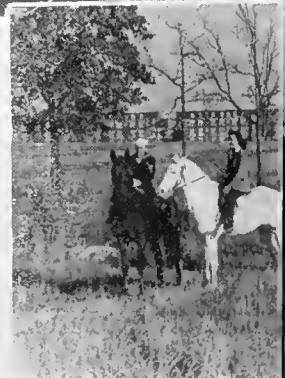


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- 8.—"Miss Me
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MEREDITH COLLEGE BULLETIN

SERIES 38 — OCT. 1944 — NO. 2

ENTERED AS SECOND CLASS MATTER

RALEIGH, NORTH CAROLINA



Published by MEREDITH COLLEGE at Raleigh, N. C.
Monthly except June, July, and August
Entered January 13, 1908, at Raleigh, N. C., as Second-
Class Matter under Act of Congress of July 16, 1894.

session and will stand by it. We shall continue to carry out the commission of the Convention and pursue our Expansion Program campaign; but in doing so we shall, of course, feel obliged in good conscience to say, and will say, to prospective and past contributors that we believe that all past and prospective pledges were and will be to Meredith College as presently situated, and we feel that these pledges and refund these gifts if the present site of the College should be abandoned and its present status fundamentally changed.

FACULTY

The faculty and administrative staff of Meredith College, in special session October 19, 1944, passed unanimously the following resolution, after full and free discussion:

"Be It Resolved, That the faculty and administrative staff of Meredith College express its hearty and unreserved endorsement of the resolution of the Board of Trustees of Meredith College in opposition to the proposed absorption of this institution by Wake Forest College.

"It is our considered judgment that Meredith should be continued as a four-year college for women at its present location; and that adequate support, spiritual and financial, should be given by North Carolina Baptists to strengthen and expand this program of education.

"The men and women of the faculty and administrative staff of Meredith are deeply interested in the advancement of Christian education. We are servants of North Carolina Baptists, who have entrusted to our care the Christian nurture of nearly six hundred young women. They constitute our supreme opportunity and sacred obligation."

STUDENTS

The following resolution, presented at a meeting of the Student Government Association on October 19, 1944, was passed with only two dissenting votes:

"Resolved, That we, the students of Meredith College, are strongly opposed to the proposed merger of Meredith College with Wake Forest College, and for the following reasons:

"1. The proposed plan would vastly limit the opportunities for leadership such as we enjoy here in a woman's college.

"2. A high academic rating would not result, for at present a degree from Meredith is equal to the bachelor of arts degree from any university in North Carolina.

"3. The cultural, educational, and religious opportunities afforded us by our advantageous location in the

City of Raleigh would be sacrificed in the event of a change of location.

"4. The friendly spirit of co-operation and understanding which exists between faculty and students here at Meredith is a rare and treasured possession, one which would be almost entirely lacking in a school of the type that this proposal would establish.

"5. The spiritual atmosphere of Meredith, built up through the years, could not be transplanted without loss of identity.

"As one student expressed it, with hearty applause from the student body: 'We want very much Meredith to remain as Meredith—now, henceforth, and forevermore.'"

ALUMNAE

The following action has been taken by the Executive Committee of the Meredith College Alumnae Association, and is being endorsed by alumnae chapters and individual alumnae throughout the State:

"Whereas, Meredith College is the only college for women owned and operated by the Baptists of North Carolina, and

"Whereas, Meredith College has achieved great distinction as a woman's college, having been approved by the American Association of University Women, the Association of American Universities, and other accrediting agencies, and

"Whereas, Meredith College has reached capacity enrollment—about 600 girls, who chose to attend Meredith instead of one of the many co-educational institutions nearby, and

"Whereas, Meredith College has many beautiful permanent buildings and a college campus that compares favorably with other women's colleges, and

"Whereas, Meredith College, with her admirable location, affords her students the opportunity to benefit by the many cultural advantages of Raleigh, the capital of the State and an educational center, and

"Whereas, Meredith College was given assurance by the Baptist State Convention at its meeting in High Point, November 18, 1942, of being a firmly established four-year woman's college,

"Therefore, Be It Resolved:

"(1) That the undersigned go on record as opposing the proposal to sell the present properties of Meredith and start a Baptist University at Wake Forest;

"(2) That we give a vote of confidence to Dr. Carlyle Campbell, president, and to Meredith College at her present location—our A-1 senior college for women."

MEREDITH COLLEGE BULLETIN

SERIES 3N OCTOBER, 1944 NUMBER 2
Entered January 13, 1908, at Raleigh, N. C., as second class.
Under Act of Congress, July 6, 1894

Meredith College

Reports to

North Carolina Baptists

We submit herewith the freely expressed opinion of officials, students, and alumnae of Meredith College about the proposed merger of this institution with Wake Forest College on the campus of Wake Forest. We are firmly convinced that the agitation of this issue is untimely in inception, unfortunate in procedure, and unwise in principle; for which reason, we feel compelled to send this message to those responsible for the existence and development of this institution.

This revolutionary proposal was made public on October 4, 1944—just six weeks before the State Baptist Convention is expected to act upon it. The following day, October 5, daily papers announced that a "Steering Committee" would have representatives at the forty Associations still to meet, to secure, in advance of any general discussion and the sessions of the Convention, the support of Associations, churches, and individual delegates. Such a procedure does not indicate a reliance upon wisdom arrived at through hearing both sides of the question, or a disposition to permit the unprejudiced action of the Convention.

This is no selfish concern of Meredith College. Meredith will not attempt, by direct or indirect means, to control the action of the Convention. Upon Baptist leaders rests the primary responsibility to protect their own institutions, where such protection is proper; and, in all matters of policy and program, to see that the best interests of North Carolina Baptists are served.

W. H. WEATHERSPOON *President, Board of Trustees*
LEROY MARTIN *Chairman, Executive Committee*
CARLYLE CAMPBELL *President of the College*

TRUSTEES

The Trustees of Meredith College met in special session at the College on Monday, October 16, 1944. On short notice, twenty of the twenty-five members were present. The proposal to liquidate Meredith College and to undertake the building of a large university on the Wake Forest campus was discussed in detail, and a resolution unequivocally and emphatically opposing the liquidation was unanimously adopted.

Those present at the special meeting were: Henry Edwards, Shelby; Mrs. Cooper Taylor, Charlotte; Mrs. J. W. Bunn, Raleigh; Mrs. J. S. Farmer, Raleigh; W. A. Thomas, Statesville; V. M. Dorsett, Siler City; R. N. Shumus, Raleigh; L. A. Martin, Lexington; Rev. J. M. Hayes, Winston-Salem; Lefloy Martin, Raleigh; Rev. Wm. Harrison Williams, Charlotte; E. J. Britt, Lumberton; Dr. Z. M. Caveness, Raleigh; Mrs. S. J. Everett, Greenville; Rev. Eph. Wilsenbunt, Clayton; Rev. Alfred J. Smith, Goldsboro; C. T. Connell, Durham; W. H. Weatherman, Raleigh; Dr. J. Rufus Hunter, Raleigh; Dr. J. Y. Joyner, La Grange.

By a rising vote, every Trustee voted for the adoption of the following resolution:

Be It Resolved, That the Board of Trustees of Meredith College reluctantly engages in a discussion of the proposal initiated by friends of Wake Forest College, as announced in the *Biblical Recorder* of October 4, 1944, to eliminate Meredith College in Raleigh, to set up in its place a new woman's college on the campus of Wake Forest, and, with this new college and Wake Forest as a nucleus, to undertake to establish a Baptist University in the Town of Wake Forest. However, the Board feels that its responsibility to North Carolina Baptists requires a statement.

The Meredith College Board of Trustees, meeting, we believe, in the interest of both the institutions immediately involved and in the cause of Christian education represented by them, wishes to record its unequivocal and emphatic opposition to the proposal. Does it appear sensible to consider selling out and closing out the largest four-year woman's college maintained by Southern Baptists, at a time when that institution is operating at full capacity? Further, is it not incredible that this agitation, involving a radical change in the financial, administrative, and educational program of the denomination, should be actively promoted without consultation with the Boards of either of the two institutions? We mention here only a few considerations, with brief elaboration, which we think will suffice to establish the soundness of our position.

(1) The proposal asserts that the separate existence of Wake Forest College for men and Meredith College

for women is responsible for the "irritation of needless competition." The authors of the proposal have forgotten that without prior Convention authority Wake Forest opened its junior and senior classes to women students. Now they complain that there is competition which is irritating to them. If irritating competition exists, Meredith has done nothing to create such a condition. In design and organization these institutions are complementary, not competitive. If there is any undesirable competition or any disunity between the two institutions, such conditions can be eliminated by the Christian spirit of co-operation which Meredith has been ready and willing at all times to undertake.

(2) As a matter of business it would appear irrational to voluntarily sell a plant worth a minimum of a million and a half dollars and which is admirably constructed for educational purposes, free from debt, and to begin the erection of a duplicate plant elsewhere on an experimental basis at a high building cost to the Baptists of the State and under circumstances which would impose upon them a staggering debt.

(3) The statement that "a saving in annual current expense of not less than \$65,000" would be effected is purely arbitrary. At best, it is only a guess and is not justified, as a proper examination of the items will show. The estimates are speculative, and it can be stated with as much foundation that to carry out the proposal might cost an additional \$65,000 annually in current operating expenses, without mentioning the enormous capital investment that would be required and the heavy indebtedness that would be involved with interest thereon over a long period of years.

(4) Meredith is most fortunate in its present location, with a beautiful campus containing 170 acres, in the City of Raleigh. Raleigh is a city of 60,000 population and furnishes in patronage, in financial support, in cultural advantages, in opportunities for professional training, that which is impossible in a town of approximately 2,000 people, and that which many colleges would give hundreds of thousands of dollars to secure for its students.

In the matter of training prospective teachers, the splendid school system of Raleigh is open to the students of Meredith College for observation and supervised practice teaching. The officials of the city schools of Raleigh are most co-operative in making the Meredith teacher-training program one of the best in the State and one which has assured success to Meredith graduates in the educational field.

Meredith students who have consecrated themselves to lives of Christian service enter vitally into the church life of Raleigh. They sing in the choirs; teach Sunday

School classes; perform mission work; and have close contacts with the religious leaders of the city.

Meredith College students planning to be social workers avail themselves of special advantages in Raleigh, by reason of the close contact and co-operation between Meredith College and the State Department of Charities and Public Welfare, now under the direction of Dr. Ellen Black Winston, formerly head of the Sociology Department at Meredith College.

As an educational center, as a training ground for prospective teachers, musicians, business personnel, religious workers, social welfare workers, Raleigh is obviously so superior to Wake Forest that any comparison serves to emphasize the woeful absence at Wake Forest of similar opportunities in the training of young women.

(5) By patronage and the generous support of our Expansion Program, as well as by numerous other ways, North Carolina Baptists have manifested a hearty endorsement of Meredith College where it is and as it is. Meredith has now available in cash and pledges the sum of approximately \$285,000 in its Expansion Program. It has the greatest number of students in its history. Its future has never seemed so promising and challenging. Shall the Baptists eliminate Meredith College for a new experiment and force Baptist women to attend Wake Forest as a co-educational institution or seek their education elsewhere and outside of Baptist influence?

(6) At its last meeting the Baptist State Convention reaffirmed its position stated at prior sessions, that Meredith College should be maintained as a four-year college for women, and approved its campaign for funds for enlargement. Upon the faith of that action, a successful campaign is in progress for expansion at the present site. We earnestly submit that if the will of the Convention is to be so lightly regarded and so easily changed, the stability and future development of all Baptist institutions must be regarded as uncertain, and the public generally will be caused to lose confidence in the permanence of actions taken by the Baptist State Convention. This will be a loss which could not be measured in millions.

(7) Meredith College has always sought the will of the Convention and then has obeyed that will. It has diligently pursued its primary objective, that is, the giving of Christian education to women. It has done that in a great way, by providing Christian teaching in a Christian atmosphere. That is what Baptists want, and that is what Meredith is doing; and that is why Baptists are loyal to Meredith in patronage and in donations.

(8) The Trustees of Meredith College have acted and will continue to act in full reliance upon the assurance that the Convention intended what it said at its last

Series 38

NOVEMBER, 1944

No. 3

Meredith College Bulletin



ALUMNAE NUMBER

1944-1945

Published by Meredith College at Raleigh, N. C., monthly except June, July,
and August

Entered January 13, 1908, at Raleigh, N. C., as second class matter under Act
of Congress of July 16, 1894

Foreword

JANE GREENE, '29

THE Meredith alumnae rejoice that the trustees have again granted us the privilege of sponsoring the November issue of the MEREDITH BULLETIN.

We always look forward to seeing in print the annual address of our Alumnae Speaker, and we are happy to include this year, "Leave Us Face It," by Margaret Hines Early (Margaret Arden of radio fame).

The year 1944 has been very important in the history of Meredith College; therefore, the Bulletin Committee thought that a summary of some of the events would encourage and stimulate the alumnae to future accomplishments. With this purpose in mind we are happy to have the article by Dean Davis on the standards of the College and the report by Kate Matthews on the Expansion Program.

The gratifying number of those who have received advanced degrees since 1941 (when a similar list was published) indicates that our alumnae are living up to one of the purposes of the College—that of encouraging graduate study.

Last year the BULLETIN listed the names of those who were in the service of our country. This year we are glad to have a contribution from Ensign Betty Brown MacMillan of the WAVES.

The message from our Alumnae President, Marguerite Mason Wilkins, inspires all of us to be more Meredith conscious.

As chairman of the Bulletin Committee, I should like to express my appreciation to Dr. Mary Lynch Johnson, Winnie Rickett Pearce, and Mae Grimmer, Alumnae Secretary, for their invaluable assistance in preparing this issue for publication.

“Leave Us Face It”

MARGARET HINES EARLY, '36

(Alumnae address delivered at the annual meeting of the Meredith College Alumnae Association, May 27, 1944.)

You cannot imagine what a high honor I consider this—to be able to come back to Meredith College, to try to give to you something out of the richness that Meredith has given to me. I am very grateful and incredibly humble.

Since I do not want to be talking to you “out of my head,” but rather from my heart, I shall not ask your indulgence for using notes. I know that were I to try to stand before you on this campus and speak without them, so many fortunate memories would cloud my mind that I should be lost in reminiscence, and your only impression of what I have to say would be the conclusion that I had a wonderful time at Meredith—and learned very little.

There are two important ideas which came to me in college that I should like to share with you. The first, I encountered in chapel at Mars Hill Junior College during an informal talk by Professor McLeod of the English Department. I do not remember the story, only the moral, the tag-line: “What wouldst thou?” say the gods. “Then, pay for it and take it.” The other thought was from a chapel speaker here at Meredith: “Please put from your mind the thought that you are here preparing for life; you are here living; you are becoming what eventually you will be.” These ideas have been so important to me that I regret that they did not come to me sooner.

Personally, I should like to close this address with those two ideas which started our thinking together, but Mae Grimmer insists that I make for you a speech, although I am sure that she is now gravely concerned for me because of an obviously grievous grammatical error in my choice of a subject. This is the story: About four years ago, there wandered into Station WABC, Columbia’s key station in New York, a young man with an idea. His normal speech was pure Brooklynese, and it occurred to him that someone might think it sounded funny—he did. He was given an audition, and the Program Department thought it *was* funny. The result was a series of memorable programs heard regularly over CBS and called “This is New York.” These programs set the scurrilous accents of one Ed Gardiner against the polished syllables of Deems Taylor. Ed Gardiner is known now as “Archie,” the man who runs riotously through tangled tenses, misapprehended superlatives, and confused conjunctions. Adding further to his laurels, Archie has written a song with not a note of musical worth, nothing of lyrical value. It does, however, have a

title, which, if you will stop and think about it for a minute, you will find undeniably compelling. It is—with Archie's and my apologies to the English Department—LEAVE US FACE IT! And all the things I have to say from this point will only enlarge Archie's ungrammatical dictum so that it becomes a springboard for thought and action.

LEAVE US FACE IT. Obviously our question is LEAVE US FACE *WHAT*? A world of stark tragedy, terrible destruction, devastation of whole countries, distortion of the minds of masses of people. Hatred, lust and greed on a national, and therefore completely morbid, scale. And the incalculable loss of a world turned aside from creation to concentrate on passionate hatred and destruction. Yes, the tragedy of war is physical death, with its spiritual parallel—the loss of the greatness of a people who could, but for the war, be building, painting, singing, *living* for the good of others.

But you and I cannot build any kind of life for ourselves, our families, or our country on foundations of morbidity. So let us look at *today* with tomorrow in mind, not yesterday. Admittedly, our times are completely terrible, matched in their terror *only by the challenge of unlimited opportunity for building a better tomorrow*. We have gone down into the depths; thus we can better scale the heights. This day, then, is our springboard for Utopia. We must accept the challenge, face it, decide what kind of world we want, and accept our individual responsibility for carving tomorrow's better destiny out of the chaos of today.

You and I must put this dream of a "brave new world" into motion, and as individuals, we must be *adequate*, equal to what is required, creatively competent for carrying our dream to its full aim and purpose.

At this point in our life, we are much more interested in our own specific future; faced with the personal problem of building our own life, perhaps we don't feel the larger concern of a world full of need. But, let me say this, at the expense of being considered trite. The world is getting smaller; we can span the continents and the oceans in less than a day. We can leave Raleigh and be half a world away in fifty-five to sixty hours. Yes, the world is getting smaller, but the paradox of our "small" world is this: Our personal world is getting larger. It includes people we have never heard of until now; it embraces ideas which we never knew existed. Our world is thousands of times bigger than the world we were born into, enormously larger than the world of our grandparents. And it has become *our* world, belonging to us in whatever measure we give of ourselves to it and bringing to us a return measured by our own contribution.

That, then, is what we face: an enormous mad world. Your problem and mine is how to face it! All problems are solved on an

individual basis. In our more intimate problems we weigh the issues involved according to our sense of values, our habitual way of thinking. In community problems decisions are reached according to the carefully thought-out opinions of the greatest number of people in that community. And national and international problems are solved not solely by the few leaders who act as spokesmen for their nations, but rather on the basis of the collective thinking of the individual citizens who make up the nation.

Our problems—personal, national, international—will, therefore, be solved with a success which is in direct proportion to our personal adequacy. Our first step, then, in solving the problems that will present themselves, both personal and world-wide, is to develop those traits of character which will enable us to be “equal to that which is required”—“sufficient unto the day.”

Concerning the first of these traits, Soerates gave us a profound, fundamental and living statement: “Virtue is Knowledge. . . . Knowledge of good and evil, knowledge of that part of one’s self, the soul, which alone can measure, estimate, choose, is the central wisdom, and wisdom is the essential virtue of which all the virtues turn out to be simply special instances or parts. To do evil or to choose evil is a matter of lack of insight; the central virtue turns out, therefore, to be knowledge.” With complete knowledge we can achieve perfection. Jesus Christ is the one true, living example of that preecept—“Jesus, knowing all things.”

There is nothing—neither charm, affability, nor vitality—that will take the place of knowledge: knowledge of people, of ideas, of facts. We must never lose the desire of knowing; we must learn as much about as many different things as we possibly can. We must learn a great deal about a few things. And we must not be discouraged because we forget, for much of that which we learn will never be put to practical use; but all of it combines to form the intellectual background of awareness that marks a truly useful, adequate person.

Thus, awareness, too, becomes a necessity for the adequate person: the ability to sense ideas and situations; to *apply* knowledge of people and things in handling whatever situations concern us. And as our awareness sharpens, so will our knowledge, and so will our ability to fill the needs of which we become aware. In our profession, for instance, as we learn more about how our particular job should be done, we shall find ourselves increasingly able to perform what needs to be done. A teacher who is aware of the needs of her students can fill those needs, because she knows what is required for the full performance of her vital trust. And the better part of awareness is vision—the ability to see where what we are doing and thinking will lead us. The broader vision transcends this ability to see where we are going, for true and enlarged vision is ability to see where we want to go—what we should like to do and be.

Our most difficult task at this point is to perfect that vision—to decide what it is we want to do and to set for ourselves whatever goal of personal achievement we think will most nearly use our individual capacities to their optimum. We must set our goal; keep our vision; never lose sight of our ultimate purpose. No matter what may temporarily deter us, we must keep the end in sight. We must have patience to do one thing at a time, and do everything that is required for our personal fulfillment. But we must never lose sight of what we want. Justice Oliver Wendell Holmes said, "If you want it hard enough, you will get anything you want. But you must cultivate the capacity to want something fiercely and to want it all the time and have faith and pursue to the end."

So we have progressed from knowledge to awareness, to vision, and then to faith. We must believe in what we know to do, believe in what we want to be, and we must have the larger faith in the ultimate ability of mankind to achieve the *summum bonum*—the highest good. If mankind does not possess the potential for achieving such an end, then individual men do not either. We must never doubt man's ability to improve man; but remember to doubt our own ability, because doubt engenders challenge. And the full life is a constant succession of meeting challenge and dispelling doubt through proof of accomplishment.

Let doubt, then, be our challenge to fortitude, for without fortitude, all these other attributes will remain merely superlatively good, but remote and ineffective. Fortitude is that which is in a man to give him the strength of mind to meet or endure unfalteringly pain, adversity, doubt, and peril; it is a patient and constant courage. Fortitude enables a man to climb through adversity to the stars. May I give you an example from my own personal acquaintance? In a small North Carolina town there lived a man and woman with their three children—not an unusual family. The parents wanted for their children life's best—not an uncommon feeling of parents. Realizing the value of knowledge, their compelling desire was to provide a college education as one means of securing for their children that knowledge. However, they faced the stark fact that on an income which barely fed and clothed the five, it was absolutely impossible. They faced this fact, but they refused to bow before it. "The impossible can be done; it just takes a little longer." So the mother of that family, at forty years of age, when many women are retiring from public life, began working to pay her children's way through school. With a teacher's certificate so low that she made ten dollars a month less than the janitor of the building, she taught school. Forty-nine dollars a month would send the son to college, but the daughter would have to wait, unless from somewhere there could come more money. Of course, if the mother could secure a higher

certificate, more money could be earned. But that would entail endless summers of work when rest was needed—torturous hours in the early morning preparing tedious correspondence course assignments. Was the vision worth the price? It must have been, for the task was accomplished and the children were educated. And the credit? The credit for the son who became a major in the Army before he was thirty; for the first daughter who has achieved success in a field given to public service; and the second daughter who is approaching her highest fulfillment, motherhood, with faith and serenity. The credit for these, if credit is deserved, goes to a man and woman whose faith and fortitude never faltered.

Knowledge—awareness—vision—faith—fortitude—these are the attributes which make a better, an adequate person. But without love they are nothing. “Though I speak with the tongues of men and of angels, and have not love, I am become as sounding brass, or a tinkling cymbal.” We know that we shall reach our fullest development in a society of people. We know that unless we find goodness and love in the heart of mankind we never shall find it; and we find as much as we ourselves have to give. We must take out the Golden Rule—or its counterpart in whatever philosophy we accept—dust it off—cease to know it as a beautiful bit of philosophy too good to be true, and make it a law of life. Make love for others a justification for human endeavor, human existence.

Thus in carving one's destiny from a world of chaos, we must have *love* our motive, *knowledge* our tool with *awareness* its edge, *vision* and *faith* our image, and *fortitude* our muscle. Without these nothing of lasting worth is ever wrought. Having these we can face life's *today*, and facing it is half the victory. And we can *build our tomorrow*. And the measure of our success will lie in how and when we face it. Yesterday was too soon, tomorrow will be too late; *leave us face it today*, and God willing, we will have our better world.

Our President's Message

MARGUERITE MASON WILKINS

Greetings! Meredith alumnae—more than eight thousand of you, living in thirty-five states, the District of Columbia, Hawaii, Puerto Rico, Panama, China, Japan, Palestine, and Chile! What a thrill it is to think of that vast number bound together by bonds of love and loyalty which neither time nor space can efface! Let us rejoice because of the years spent at Meredith, a Christian college, and let us resolve anew to pay our debt of gratitude in life and service.

“You’re the queen of our hearts, Alma Mater;

You hold a place that none other can fill.

Each year, in passing, has bound us

And draws us closer still.

Like the sun in the east when ’tis rising,

A new day is dawning for thee.

Through the sunshine and tears

Of our dear college years,

You’re the queen of our hearts, Alma Mater.”

We alumnae have been singing that line, “A new day is dawning for thee,” for many years. We sang it when, we must admit, we couldn’t see any signs of the dawning of the new day. During the midnight blackness of heavy debt, amid the clouds of depression, we almost lost hope. We thank God that there were those who did not lose faith: Dr. Richard Tilman Vann, Dr. Charles Edward Brewer, Miss Ida Potcat, and others. However, those of us who are living today can truthfully say we see not only the first grey streaks of early dawn, but also the rosy tints of the actual sunrise of Meredith. What joy to witness the “new day”!

Some evidences of the dawn are: the capacity enrollment (594 girls); the largest freshman class in the history of the college; all debts paid; a wonderful spirit of enthusiasm on the part of faculty and students; and last, but not least, the marvelous progress of the Expansion Program, which promises the new buildings we long to see.

While the Christmas bells ring out their message of joy and peace, let us rejoice over the glorious achievements of Meredith’s past. Then, let us resolve in our hearts to do all in our power to help usher in the new day which is dawning for Meredith. Will you give your money, your prayers, and the finest girls from your community? If so, Meredith will continue to send out Christian women, well prepared to serve and bless those around them.

The Standards of Meredith

BENSON W. DAVIS, Dean of the College

Through the years Meredith College has been keenly aware of the necessity of high standards of academic achievement, and she has sought always to maintain such standards. Her success not only in maintaining but also in improving her standards is indicated by the state, regional, and national agencies that have recognized the institution's work: the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the Association of American Universities, the National Association of Schools of Music, the American Association of University Women, the North Carolina College Conference, and the State Department of Public Instruction.

Today the administration of Meredith College is exercising greater care than ever in the selection of students for admission. The process of selective admission justifies itself; it would be unethical to grant admission to a student whose previous record indicates that she would in all probability, fail her academic work, or constitute a social problem, or be unwilling to meet the necessary adjustments of her new environment. Consequently, the administrative officers of the College have thought it best to refuse admission to students with less than a C average. Prospective freshmen must have at least a C average and should rank above average attainment in their secondary school work. The student must present for entrance a minimum of fifteen units, twelve of which must be in these subjects: English, foreign language, history and social studies, and mathematics and natural science. There must be four units in English, except that graduates of a three-year senior high school may present three units in English, and a total of twelve units. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained in this institution.

It is our aim to cause the individual to develop to the fullest her worthwhile interests, and to graduate young women conscious of their responsibilities as potential Christian leaders in their communities.

The Expansion Program

KATE MATTHEWS, '18

As most of Meredith's alumnae know by this time, the Expansion Program was announced after the Baptist State Convention, meeting in Winston-Salem in November, 1943, had authorized the campaign for funds. The step had been under contemplation for several years, however, and plans were made after most careful consideration and study. Marts and Lundy, of New York, a nationally-known firm which specializes in directing such campaigns, was called in to make a thorough survey of the College, its needs, and the prospects for a successful campaign.

As alumnae, we may well be proud of the findings of the survey and gratified that Marts and Lundy recommended a campaign, for the firm has a reputation that it cannot afford to jeopardize by undertaking to raise funds for any institution that does not meet certain rigid requirements. Just as a high-grade law firm refuses to take a doubtful case, Marts and Lundy does not recommend putting on a campaign if there is reason to doubt the soundness and worth of the institution under consideration.

Though we ourselves know the worth of Meredith, it may be well to note a few of the points the firm took into consideration, according to Mr. H. R. Hadcock, director of the campaign. First, he said, Meredith is turning out a good product. One school man, for instance, when questioned about the quality of Meredith students as teachers, said, "If we know a teacher under consideration is a graduate of Meredith, we do not consider it necessary to ask her to come for an interview. We know we can depend on the quality of Meredith graduates." Second, the finances of the College are well managed and it is operating on a balanced budget. The College is now out of debt. Third, the College has many friends and makes an appeal to those interested in Christian education. Fourth, there is sufficient money in the territory served by Meredith to make the campaign entirely successful. Of course, many other factors were taken into consideration, but these are representative points.

The ten-day campaign held in Raleigh and Wake County early last spring was an eye-opener for those of us who were privileged to take part in it. The raising of more than the goal of \$100,000 in ten days was quite an undertaking, but the groundwork had been laid so well and the several hundred workers were so enthusiastic that it was accomplished with apparent ease.

Since that time an organization that covers the entire State has been set up. There is a State Executive Committee, with W. H. Weatherspoon as chairman and LeRoy Martin as vice-chairman. The

whole state has been divided into ten regions corresponding to the divisions of the Baptist State Convention and the Woman's Missionary Union of North Carolina. The chairmen of the ten regions are: Region 1, Rev. Oscar Creech, Ahoskie, with Mr. Gordon Mad-drey, Ahoskie, associate chairman; Region 2, George Davis, Farm-ville, with Rev. A. J. Smith, Goldsboro, and Chas. Shields, Scotland Neck, associate chairmen; Region 3, Howard A. Penton, Wilming- ton, with Dr. Sankey Blanton, Wilmington, associate chairman; Region 4, Rev. J. Winston Pearce, Durham, with C. T. Council, Durham, as associate chairman; Region 5, Dr. I. G. Greer, Thomas- ville; Region 6, J. B. Eford, Charlotte, with Dr. William Harrison Williams, Charlotte, as associate; Region 7, T. E. Story, North Wilkesboro; Region 8, Thomas P. Pruitt, Hickory; Region 9, Rev. W. Perry Crouch, Asheville; Region 10, Dr. H. T. Hunter, Cullo- whee.

Each region is divided into certain areas, with a chairman in charge of each. There are more than one hundred such areas. All of the subdivisions are not entirely organized yet, but they will be as the campaign progresses.

Several areas in the State have already gone beyond their quotas, among them Raleigh and Wake County, Durham, Ahoskie, Elkin and Cullowhee. Ahoskie more than doubled its quota, giving \$2,395 when its quota was \$1,100.

The campaign will be conducted in varying ways in the different areas to suit the conditions of that particular locality. If any alumna is not sure of what area she lives in, she should write to Mr. H. R. Hadeock, 202 Lawyers Building, Raleigh, or to his associate in the branch office at Winston-Salem, Mr. G. M. Martin, 322 Reynolds Building, Winston-Salem. Of course, alumnae who are out of the State may write direct to Mr. Hadeock or to the College.

The director says that the alumnae have been most helpful every- where campaigns have been held so far. He emphasizes that we may be of great service by securing prospect names for the popular cam- paign. People who are able to give really large amounts will in all probability be interviewed by special committees of experienced busi- ness men. But there are hosts of people who would be glad to do something for Meredith College, if asked. Here's where the alumnae can render a great service. If each of us were to sit down and write a list of the names of people who we think might give something to the campaign, we would certainly swell the list of prospects. Don't be afraid to give people a chance to give, and if you think they are doubtful, list them rather than leave them off. And don't leave people off your list because they cannot give large amounts. It's sur- prising how large the total of a great many gifts can be, even though some of them are very small! And then, too, every giver becomes more

interested in the College, so the larger the number, the better. These potential friends may be a help in the future. We in Raleigh learned that not only Baptists, but many people of other denominations are kindly disposed toward Meredith, including many private individuals not connected with business firms which might profit on account of the location of the College.

The latest figures released by Mr. Weatherspoon show a total of \$285,000 raised to date—more than half of the \$565,000 goal. If every alumna will do all she can in every way she can to help these leaders, the goal should be reached and exceeded before many more months. Watch the *Biblical Recorder* for reports from time to time and volunteer to assist in your area in every way possible. Then, before you know it, you'll hardly recognize the Meredith campus with its new auditorium, its library, its gymnasium with *swimming pool*, etc.!

I Joined the Waves

BETTY BROWN MACMILLAN, '41, Ensign, USNR

It's late and very quiet and still in the office now. Everyone has left and the huge, barnlike room that holds some forty of us all day is empty. The desks, so recently covered with papers and charts and maps, are clear and coldly proper and neat. In only a few hours the hum of activity will be resumed, but now, for a season, the room is left alone and it's good to be here and share its quiet.

It's hard to realize that this life in a busy war office, in so many ways entirely different from anything I had known before, is indeed so natural to me that the other, rather than this, seems unreal. For one year, three months, and fourteen days I have been in the WAVES. I'm glad I decided to join. In the first place, I have become inalienably connected with the United States Navy at a time when it is the largest in its own or the world's history. Its successes in a minute way are mine. Somewhere out from there is an officer who might not be there if I weren't here. I'm a part of it all; I belong. When "Anchors Aweigh" is played, it's mine. It's mine and Admiral King's, and Chaplain McAfee's, and my cousin John's, and the boys I taught in high school. We're all in together and we all have a pride that is bigger than anything we've ever known or will ever be able to express. It's given me that, I think, as a dividend for all the things that have come a harder way and are less thrilling. For example, it has taught me the very simple lesson that you can do anything you have to do. You can, you know. We WAVES learned that at Northampton when we arrived from Boston and San Francisco and San Antonio and Richmond, yes, and Thomasville, and were told to carry our bags, form a column of twos and march to our quarters, a matter of well over a mile. We continued to find what it meant when we marched the same distance to and from each meal the seven weeks we were there. That wasn't just on sunny days; that was in sun or with rain pouring down our necks and slushing in our shoes; that, when our arms ached and throbbed with typhoid and tetanus shots; that, with blisters the size of acorns on the sides of our toes; that, when our heads were filled with history dates and Naval Law and the difference between corsairs and wildeats and when worry about exams made the meals we were going for seem particularly unnecessary. Yes, you can do anything you have to do.

I've learned, too, that excuses are foolish and empty things and that no one is interested in them at all. If something is wrong, it's wrong, and the only thing that matters is how it's handled from there on. Mistakes, regardless of who made them, must be corrected; lost articles, regardless of who lost them, must be found. It's as simple

as that. It consists of starting with the present problem rather than with past history. No, there are no excuses in the Navy.

I've learned, too, that the United States is a great deal larger than North Carolina or even the South. I've learned that there are fine people who come from New England and the Pacific coast and the Middle West. They've got ideas and opinions—often so completely foreign to those I and the people I've associated with have always held that I'm nearly thrown off balance. Most of all, I've learned that when a discussion arises it's better to be quiet and listen, to weigh what is said, and control my own impulse to speak too hastily or too unthinkingly. I've learned that if something can't be proved, it's better left unsaid, that unsure ground isn't best for walking. That has come the hard way, but it has come.

I've learned what "Aye, Sir," means. It means the order is understood and will be carried out. I've learned to say it without a second thought as to a better way, or an easier way, or how I'd prefer doing it. A skipper—even skipper of a Washington office—has a plan and a schedule that has no room or time for second thoughts. You say, "Aye, sir," and you mean it and you'll execute the command in so far as you are possibly able.

I've reached the stage, too, where I can accept disappointments with a calmness that is surprising even to me. I make plans, but the Navy makes plans too; and if the two conflict, I can give way with a good grace. Perhaps what all of this means is that in these months, somewhere between the afternoon I marched from the train to my quarters in Northampton and tonight as I'm trying to collect my thoughts, I have somehow grown up. I have learned that there are other people, other beliefs, and other ways of life. But I have learned that there is one cause for all of us, one necessity for allowing me to go on with my ideals and for the others to go on with theirs, one hope that for us and for all other nations there may be a promise of a real democracy, made up of people who are humbly thankful to God for making it a possibility. Then after the war is won, God willing, we'll go back home and make that possibility come true.

GRADUATES WHO HAVE BEEN AWARDED ADVANCED DEGREES

(Reported since publication of 1941 BULLETIN)

NAME	Meredith Degree	Advanced Degree	Field	Institution
Fowler, Nell (Mrs. L. B. Olive)	A.B. 1916	M.A.	English	George Peabody College, 1927
Ashcraft, Anne (Mrs. J. Everett Brooks)	A.B. 1917	M.A.	English	Columbia University, 1935
Judd, Hilda	A.B. 1921	M.A.	Education	Teachers College, Columbia University, 1942
Hocutt, Olivia (Mrs. R. F. Marshbunn)	A.B. 1923	M.A.	Education	University of North Carolina, 1932
Brooks, Jessie Mae	A.B. 1926	M.A.	English	Duke University, 1942
Harris, Mrs. Virginia	A.B. 1927	M.S.	Rural Sociology	North Carolina State College, 1928
Gill, Lucy Glenn	A.B. 1932	M.A.	English	Wake Forest College, 1942
Dozier, Helen (Mrs. T. G. Pietsch)	A.B. 1933	M.R.E.	Religion	W.M.U. Training School, 1935
Hooper, Charlotte	A.B. 1933	M.A.	English	Duke University, 1942
Whittington, Margaret	B.S. 1934	M.A.	Music	University of Michigan, 1935
Paschal, Louise	A.B. 1935	M.R.E.	Religion	W.M.U. Training School, 1944
Binder, Nina	A.B. 1936	M.A.	English	University of Pennsylvania, 1943
Rose, Norma	A.B. 1936	Ph.D.	English	University of North Carolina, 1937 Yale University, 1944
Dawkins, Edna Frances	A.B. 1937	M.A.	Education	Syracuse University, 1944
Hilliard, Laura Mae	A.B. 1937	M.R.E.	Religion	W.M.U. Training School, 1942
Kichline, Betty (Mrs. James Gerow)	A.B. 1937	M.A.	English	University of North Carolina, 1944
Pittman, Frances (Mrs. J. C. Woodard)	A.B. 1937	M.A.	English	University of North Carolina, 1944

NAME	Meredith Degree	Advanced Degree	Field	Institution
Gravitt, Ella Sue	A.B. 1938	M.R.E.	Religion	W.M.U. Training School, 1944
Petcat, Anne	A.B. 1938	M.A.	English	University of Pennsylvania, 1942
Rodwell, Eleanor	A.B. 1938	M.D.	Medicine	Temple University, 1942
DeVault, Doris	A.B. 1939	M.R.E.	Religion	W.M.U. Training School, 1942
Childs, Margaret Jane (Mrs. H. E. Lindsey)	A.B. 1940	M.R.E.	Religion	W.M.U. Training School, 1944
Sherron, Corrina	A.B. 1940	M.A.	Public Health	University of Michigan, 1944
Bulluck, Bell (Mrs. C. M. Harrison)	A.B. 1941	M.A.	Science	Columbia University, 1944
Chiffelle, Catherine	A.B. 1942	M.A.	Journalism	Columbia University, 1944
Motley, Myra (Mrs.)	A.B. 1942	M.R.E.	Religion	W.M.U. Training School, 1944

Summary of All Degrees

Master of Arts_____	102
Master of Religious Education_____	20
Master of Science_____	13
Master of Social Science_____	1
Master of Education _____	1
Master of Missionary Training_____	2
Doctor of Philosophy_____	10
Doctor of Medicine_____	9
Doctor of Letters_____	1

WHO, WHERE, AND WHAT AMONG THE 1945 REUNION CLASSES

1905

Irene Haire (Mrs. Richard Wilde) lives at "La Casita," 1324 Allesandro St., Los Angeles, Calif. She is listed in the 1942-43 "Who's Who in California" as a poet, and her professional record shows that she has been the recipient of many poetry prizes. Her poems have been published in magazines of a general nature as well as leading poetry magazines. *Fire Against the Sky*, a book of poems, and *The Red Turban*, a novel, are her chief works. Her hobby is gardening.

Belle Tynner (Mrs. T. Neil Johnson)—"At present there is little to tell about myself. I am busy at the daily task of keeping house, along with some Red Cross work and church activities, in Chapel Hill."

1915

Antoinette Beasley, Monroe—"Not much to tell—after teaching ten years in Goldsboro High School, two at Alabama College for Women and three at the University of North Carolina, I took a position with the American Red Cross. For over a year I have been Junior Red Cross Field Representative in North Carolina and South Carolina. My work, however, takes me into all the southeastern states, I visit schools, conduct Red Cross conferences, work with chapters. In all my gadding about I have run into only two Meredith girls whom I knew—Genevieve Thomas in Windsor and Gertrude Horn in Roxboro. My headquarters are in Atlanta—but my home address is still 300 Morris St., Monroe."

Ada Briggs (Mrs. Lucy Edgerton), Wilson—"One of the biggest surprises that ever came my way was my coming to North Carolina a year ago to live. Those years at Meredith paved the way for me to feel at home and not to mind too much leaving Virginia. I am looking forward to meeting some old school friends."

Alda Grayson, Rutherfordton—"I am still doing deputation work, speaking on China in schools of missions, churches and missionary societies. I enjoy the fellowship, but I am waiting to get back to China where I feel the need is greater."

Lois Johnson—"I have been in Wake Forest for two years, teaching some classes in French and as Dean of Women, trying to be of help to those girls who choose a co-educational Baptist College."

Martha Lincherry (Mrs. Martha L. Askew)—"I am living at Kelford and teaching in the Roxobel-Kelford High School."

Isabel McKenzie (Mrs. Wm. A. Moore), Kinston—"I am living very quietly at home this winter after many busy years teaching in high school. We hope to see a large gathering of the class of 1915 for

our reunion this year. Let's get together and find out what has happened to each one of us!"

Bessie Lou Mull (Mrs. D. R. Jackson)—"After graduation I taught two years at Piedmont High School and then a young lawyer lured me back to Raleigh where I've been ever since. Two of my three children are alumnae of Meredith. I've just been busy in this more than a quarter of a century getting meals, washing up the plates and doing other home duties. My chief interest apart from home and children is in Hayes-Barton Baptist Church. I work with the Junior Department and the Woman's Missionary Union of which I am now president."

Lida Page (Mrs. Alvin S. Bridges)—"I am here on the Island of Hatteras teaching English for my third year. My children, Edith and John, are in high school."

1916

Nell Corington (Mrs. A. L. Hardee), Florence, S. C.—"The most important news about me now is my five-months-old granddaughter whose name is Pamela Graves Hardee. Her daddy, Covington, is in Naval Communications, stationed at Boston. My daughter, Evermond, who finished college last spring, is in Cambridge, Mass. I am still busy keeping house, teaching Sunday School, and doing some Red Cross work. I shall try to be in Raleigh to see all of the Class of 1916."

Nell Fowler (Mrs. L. B. Olive), Raleigh—"Since December, 1940, I have been in America on enforced furlough because of war in China. Howard was already at home, a student in Wake Forest College at that time. With me were Emily, now a senior at Meredith, and Bruce, now in ninth grade at Needham Broughton High School. The children are China-born but American citizens."

Mary Ruth Owen (Mrs. Sidney Jones)—"I am living in Wilmington, N. C., and have been connected with the school system here for many years. At present I am serving as Assistant Principal of Tileston Elementary and Junior High School. I am sorry there are neither children nor grandchildren to report."

Ella Parker (Mrs. C. A. Leebetter), Mt. Giload—"Parker, seventeen years old, is a Freshman at Davidson and thinks everything there is tops. Charles, fifteen years old, is attempting to graduate in this year's class. I'm trying to keep the home fires burning—many things to be done, of course."

Irene Parker (Mrs. E. H. Tharington), Rocky Mount—"These are busy days for everyone, and I am no exception. After finishing Meredith I directed the choir in the First Baptist Church here for seven years before I was married and moved to Florida. Since my return home, I have held offices in nearly all phases of Missionary

Society in our church. I have also been President of the American Legion Auxiliary and United Daughters of the Confederacy. I have tried to do my part in the war work also. In fact, I am only doing what all the others are doing! Although I do not have any children, my heart and sympathy go out to the anxious mothers who have sons in the armed forces; and my prayers are that our boys will return home safely to an America, more Christian and better than when they left, because we older ones at home have done our part toward making it so and have not failed them."

Esther Royster—"I've taught social studies in the Asbury Park, N. J., high school since 1923 and wouldn't change jobs with anyone I know. During my leisure time I lecture to service men at the U.S.O., conduct adult classes in international relations, and at present am taking a course dealing with Latin-America—hoping to travel there some day."

Dorothy Vann, Raleigh—"There is nothing particularly interesting to write about my activities. I am still doing secretarial work in one of the State departments and am enjoying my work. My time outside of office hours is taken up with some church work and trying to keep in touch with my friends."

1917

Roselle Bird (Mrs. J. S. Vetter)—"I stay busy doing housework, church work and some civic work. I live with my mother in Mt. Olive."

Annie Craig (Mrs. Guy B. Phillips), Chapel Hill—"Have three sons in service—Capt. Guy B. Phillips, Jr., in Tampa in the Army Air Force, Lt. Charles C. Phillips in Southwest Pacific, pilot, and Ensign A. Craig Phillips in Mediterranean. Have two children at home—Helen, a senior in high school expects to go to Meredith next year, Robert, 13, in eighth grade. Have two grandsons. I am a very proud grandmother."

Amy Heinzerling—"I live in my home town of Statesville, where I keep very busy with my music and housekeeping. I am church organist and active in our music club. Love to my classmates."

Louise Holding (Mrs. D. M. Smoot)—"I still cling to my work in the post office, preferring it to too much familiarity with pots and pans in these servantless days. My husband's business requires him to commute to Raleigh, but we live in Wake Forest where my son entered the fourth grade this year."

Mary Lynch Johnson—"I am at the same place—Meredith, in the same occupation—teaching English, with the same warm welcome for you and your sisters and nieces and daughters. If I stay much longer, the welcome will have to include your granddaughters."

Nancy Joyner (Mrs. W. G. Suiter), Weldon—"Since our last reunion two of my daughters, Nancy and Betty, have married. Virginia is a Junior at Duke. I seem to be doing the same thing in the town, our church, and at home—guess I'm in a rut. Let's hope it is a good rut."

Oma Norwood (Mrs. O. L. Holliday)—"I am still at the same place, just twelve miles from Raleigh—a homemaker for my husband and daughter. I find time to attend Woman's Club, W.M.U., etc., and teach a class in Sunday School. Life is still interesting."

Nellie Page (Mrs. C. K. Smith), Chalybeate Springs—"I am still quite a home-body and thankful to be very well and happy."

1918

Bentah Bailey (Mrs. J. M. Woolard)—"In 1942 we were transferred from Charlotte, N. C., where we had been living for ten years, to Richmond, Va. Our only son, Marion, eighteen, finished from St. Christopher's School in June and went immediately into the army. I find myself living in the present-day whirl of war work, church work, and housekeeping. I still write class day and graduation plays and pageants. I am always delighted to see my Meredith friends. Please call me when you come to Richmond."

Ellen D. Brewer—"I feel like saying, 'The lines are fallen unto me in pleasant places,' for what could be better than spending one's days at Meredith and one's nights at home, 126 Groveland Avenue, with Mother? When you come to Raleigh, do come to see us."

Irene Mullen (Mrs. H. H. Green), Morrisville—"I'm just trying to keep the home fires burning until my boys get home."

Kate Matthews—"I'm still keeping mighty busy as editorial secretary for the *Biblical Recorder*, right here in Raleigh. I grow more thankful all the time that Meredith had and has a good, stiff English department. We alumnae of some years back owe a great deal to Miss Elizabeth Avery Colton, Miss Mary Shannon Smith, and others who saw to it that Meredith students did good, thorough work even when the institution was very young. Perhaps we're more appreciative now than we were as school girls!"

Myra Olive—"I am now a veteran teacher at Mills Home, having been here for seventeen years. During that time I've had many happy experiences. It has been a joy to help graduate many fine boys and girls who today are scattered all over the world. We have three students at Meredith this year."

Carmen Rogers, Tallahassee, Fla.—"I should like to send greetings to everyone and hope that, in fine weather or foul, we can all meet when commencement next rolls around."

Ruth Trippe (Mrs. Randolph Butler), Rocky Mount—"This is 'Trippe' reporting that I am still enjoying life as much as anyone

could enjoy it right now. I have two air-minded children, Robert, Jr., a fighter pilot in the A.A.F., and Katherine, who hopes to get her private license soon. I still have the same husband I started out with and live at the same address."

1920

Madge Daniels (Mrs. Madge D. Barber)—"I still live in suburban Philadelphia, at 116 E. Montgomery Ave., Ardmore, Pa., where I have been since 1930. Since 1935 I have been teaching senior college preparatory English and Bible literature in the Senior High School right across the street from my house. Between school and home responsibilities I have completed all the courses for my Master's degree at Temple University. The nicest thing I have done in many years was to go to Meredith College this fall for a week-end visit where I was joined by Fannie Turlington Royal and Mary Ida Butler Bridger. What a feast that was for me! I hope to see everybody at Commencement in June, 1945."

Ophelia Johnston (Mrs. G. B. Nance)—"I have had a very busy summer with Mary Lou's wedding in Raleigh in June and moving from Portland, Pa., to Lewistown, Route 2, where my husband is pastor of the Lockport Baptist Church. I'm teaching English in the Lewistown Junior High School."

Jessica Jenkins (Mrs. H. M. Owens), Avondale—"I will just tell about my three rather fine sons. Hollis, Jr., is in combat now in France with the Twenty-sixth Infantry Division. Andy is a Junior at Davidson and is President of the Student Body. Charles is a Senior in high school."

Marjorie Spence—Mrs. G. B. Spence writes that Marjorie attended the Baptist Training School at Louisville, Ky., after having taught in the Lillington and Pineland Schools. In August, 1925, she went as a Baptist Missionary to Temuco, Chile, South America. She spent 1932 and 1940 at home on furlough. She teaches in the Baptist school at Temuco and does lots of church work.

Jessie Stillwell (Mrs. J. E. Latta)—"I am teaching at the Hillsboro High School where I have been for fifteen years. My only child, Madeline Hall, graduated at Meredith in 1944. I also help my husband at this dairy outside of school hours. I drive a school bus and keep house. Busy? Well, I'll say."

Fannie Turlington (Mrs. J. S. Royal), Clinton—"My husband, a funeral director and furniture man, has farming as his hobby. I have no children—spend my time 'meeting.' Dibble in too many things to do *any well*."

Glenn Ward, Winston-Salem—"I'm just like I was last year—no change in status."

1934

Dirie Lee Bale (Mrs. O. B. Mylun), Berea, Ky.—“Here is an account of my ten years since graduation. The first year was spent at home and traveling in Europe. The next two years were spent at the W.M.U. Training School in Louisville, Ky., where I received my Master's degree in Religious Education. The next year I served as field worker for the Kentucky W.M.U. The past six years have been spent as a busy pastor's wife.”

Mary Creath (Mrs. Newton Vaughan Colston)—“I am now living in Petersburg, Va., and have two wide-awake sons, Newton (three) and Ed (eight months). It can easily be guessed how I spend most of my time.”

Gwendolyn Crowder (Mrs. John Riddick)—“Like lots of the others of you, I am back home with my family in Raleigh for the duration. My husband has been in England for sixteen months, and we have a baby girl (born on his birthday!) whom he has never seen. Here's hoping we will have the biggest class reunion ever, and I shall be looking forward to seeing you.”

Virginia Farris (Mrs. John B. Watts)—“Since December, 1942, I have been living in Concord with our two children, keeping house for them while my husband is in service with the United States Naval Reserve. He is a Lieutenant in the Armed Guard and has been Senior Naval Officer aboard a tank-carrying craft, ferrying heavy artillery across the Atlantic for almost two years now. For a while he got home often, and so we decided to keep our home together, but since D-Day he has been busy on the other side of the Atlantic carrying supplies to France. His was the first ship to get the heavy artillery into the port of Cherbourg and from that date our troops made their big sweep across France. The ship was damaged on that eventful trip and they were in dry-dock for a while but are busy again and hoping soon to get back to the good old U.S.A.—if possible for Christmas. That will be a happy day for this little family, you may be sure. Sometimes the days seem to go very slowly, but most of the time I lose count of things as I have my hands very full with keeping up with my little daughter, Mary Virginia, aged two, and John Baxter, Jr., who is almost six. I am Mother, Father, cook, washwoman, janitor, and nursemaid.”

Geraldine Gaddy (Mrs. E. D. Holbert), Albemarle—“I have a full-time job as housekeeper, cook, laundress and playmate for my two-year-old daughter. There's never a dull moment, and I love it.”

Mary Catherine Hayes (Mrs. Percy Weeks)—“We are living at Staley where my husband is principal of the school. I am teaching also. I have two little girls, Johnny Lou (four and one-half) and Mary Ann (fourteen months).”

Katherine Hicks (Mrs. John L. Nicholson, Jr.)—"My husband is in the Marine Corps and we are living at the Air Station at Cherry Point. Tom and Tim, our twin boys, will be a year old next month, and they keep me pretty busy. And now we have a cockerspaniel puppy to add to the family."

Lena Honeycutt (Mrs. W. A. Mitchiner)—"My husband has been in the Army since August, 1943, and is stationed at Fort Bragg. We are renting our home in Oxford, and I am residing with my parents in Wake County as long as he is there. We have been married eight years and as yet have no future students for Meredith or State."

Ruth McCourry (Mrs. Wm. H. Hills) is living at Red Bank, N. J., and is employed by the Signal Corps Laboratories of Ft. Monmouth, as of June, 1942. She writes, "Please say hello to everyone for me."

Emily Miller (Mrs. Jas. S. Lay, Jr.), Falls Church, Va.—"Under the supervision of our North Carolina 'Mammy,' I am still army 'wifing' with my Lt. Col. husband who is serving with the War Department General Staff here in Washington. I am trying to keep ahead mentally and up physically with two mighty cute daughters, four and one-half and two. All of this is interspersed with Red Cross home service work, thus permitting me to ply my old trade of Psychiatric Social Work."

Eleanor Rozar, Evansville, Ind., who is a medical technologist, writes, "I won't be able to get to the class reunion. I haven't had a vacation this year yet. We are too busy to miss a day. With Dr. Alexander in the Army and Dr. Cacia in the Navy, we only have one doctor left to do the work of all three, and it keeps us running from sunup till sundown."

Vara Lee Thornton—"I am still in the teaching profession back at Lillington. I do hope many of our class can come to our reunion next Commencement, for we had such fun talking at ours of last year."

Sarah Elizabeth Vernon (Mrs. William M. Watts), Burlington—"What I am doing would sound exactly like a housewife's diary. In addition I am doing a little war work two mornings a week from eight until one. I am a Nurses' Aide at the local hospital. My U.S.O. work includes chaperoning and also entertaining two or three soldiers each Sunday in my home for dinner. I am knitting my third Red Cross sweater."

Marguerite Warren (Mrs. George Noel), Lancaster, S. C. "George and I are happily situated here with our little family of three children, Tommy (almost five), Rita (three) and Jere (twenty months). I've been director of the choir of the First Baptist Church for some time and am a member of both music clubs and other organizations

here. However, the domestic side of life holds first place in all activities."

Miriam Wilson (Mrs. Ralph Jacks)—"Eight years of teaching and two years of office work have occupied my time since leaving Meredith. However, since my husband was transferred to Asheboro, I have acquired a full-time job as housekeeper, and I have found it much more fun than any previous work."

Carolyn Wray—"Sorry I couldn't get to our tenth Anniversary, but Meredith's Commencement and ours coincided. I'm again at Gardner-Webb Junior College, Boiling Springs, as Librarian, and am still liking it very much. I hope to do further study next summer."

1935

Edith Bowden (Mrs. B. J. Kraus), Burlington—"I'm back home for the duration with my parents. Before coming back I lived for two years in Akron, Ohio. I'm patiently waiting for my husband to come home—haven't seen him for two years. He is now in France. I am President of our Alumnae Chapter here."

Alice Rosy Bryan—"Fuquay Springs is a fine place to work. My teaching career is a pleasant one, and I visit my parents often in Garner. Although I lead a very busy life here in school, church and other community activities, I'm looking forward to working on many plans for our reunion next spring."

Fernie Cabaniss (Mrs. Brooks E. Piecay)—"I'm living in Boiling Springs. We have a son, Brooks, Jr., four years old. This year I am teaching in the Lattimore High School."

Margaret Caudle (Mrs. W. W. Morrison), Arlington, Va.—"There's little to tell—I'm another war wife, taking care of my son here in Washington while my husband is in Hawaii with the Army."

Evelyn Crutchfield (Mrs. Roy C. Garrison)—"My husband is principal of the East Bend High School, and I teach English. I have two step-sons, Glen and Paul, of whom I am very proud. My husband and I study at Duke in the summers. I hope to get my Master's degree in Secondary Education and English next summer."

Hazel Faulkner (Mrs. L. L. Edwards)—"I am back at home in Kinston, teaching the fifth grade at Moss Hill School. I was in Sarasota from May until August."

Mamie Lou Forney—"I am teaching tenth-grade English in the Shelby High School."

Evelyn Fowler (Mrs. James Warlick)—"We live in Whiteville and have three children, Jimmy, Flora Frances, and Anne. They, along with my other duties as housekeeper, keep me busy from morning until night."

Sarah Fox (Mrs. H. Leo Eddleman)—"With so many changes it is good to remember you as a friend I have known and not just one

I hear of through our Bulletins. Many thanks for the Bulletins which came regularly to us while we were in Palestine as Baptist Missionaries. Now during the years that we wait to go back there, I'm a busy preacher's wife, rearing a family, living in Louisville, Ky."

Carolyn Haynes (Mrs. Robert L. Richardson), Stuart, Va.—"I am enjoying the role of homemaker and caring for our four-year-old son, Bobby. My spare time goes to church and civic activities."

Luna Jackson—"I am now one of the many government workers in Washington—with the War Department. I am enjoying my work very much."

Charlotte Gammage Johnson (Mrs. Kenneth Johnson)—"Two daughters, Beth, aged four, and Anne, aged nineteen months, keep me pretty busy. I live in Raleigh where my husband practices dentistry."

Meredith Johnson—"I am on the Medical Staff of the North Carolina Sanatorium, Sanatorium, N. C., and have approximately 100 women under my care. My work I find quite interesting, and I am enjoying it a great deal."

Genola Koontz (Mrs. R. H. Cottrell, Jr.)—"I am now with my parents in Winston-Salem as my husband is overseas. My daughter, Anne, is five years old."

Elizabeth Lee (Mrs. Kyle E. Haselden)—"My husband is minister of the Trinity Baptist Church, Minneapolis, Minn. We have lived here three years and love it more each year. The climate is very severe—extremely cold. The people of the city more than make up for it by their warmth and friendliness. Even the cold weather isn't so bad, for we have learned the enjoyable sports of ice skating and sledding. Most of my time and energy go into keeping my home and raising my family. We have two children, Kyle E., Jr., age five and Alice Pettigrew, age seven months. In addition to home and church duties I am active in the National Association of University Women, in the local branch of the National Council of Church Women (Interdenominational), in the League of Women Voters, and in music activities. Music is my avocation and Minneapolis presents many opportunities to the music lover. Although many miles from my Alma Mater, I still follow with keen interest Meredith's progress and read with eagerness all news of the school and of friends made in her halls."

May Marshbanks—"The year when our class is one of the reunion classes is a long-awaited pleasure. I am located in 'The Land of the Sky' at Canton and am teaching math in the High School. Also, I am the glee club director there as well as choir director and organist for the First Baptist Church. There are several Meredith girls on our faculty and we enjoy reviewing school days. My friends would tell you I have one 'child'—Tip, a beautiful saddle horse."

Mildred Moore (Mrs. John H. Ayscne)—“For the past five years we have been residents of Fuquay Springs where John is a tobacconist. I miss those visits to Meredith which I used to enjoy, but with two little girls to care for, it isn't easy to get away from home.”

Ruth Morgan (Mrs. R. M. Donaldson)—“I was married June 17, 1941, and have lived in Asheville for the past three years.”

Lois Morgan (Mrs. J. R. Overby), Smithfield—“Keeping house, keeping books, and keeping Joe, Jr., is plenty of work—but it sure is fun!”

Ted Mussinan (Mrs. Wm. H. Utley)—“Ten years, is it possible? I'm right back where I started in Roselle Park, N. J. It seems a little dull after the colorful states we lived in before Bill went overseas. He left early in '43. He flies dangerous missions over Nazi territory. I'm working as a timekeeper in a big defense plant.”

Virginia Norwood (Mrs. Wm. Rex Buchanan), Raleigh—“I'm busy keeping house for my husband and four-year-old son, who is at the question-asking stage and insists on answers.”

Reba Parker (Mrs. G. L. Hooks, Jr.), Bennettsville, S. C.—“I'm blazing no trail across the sky of fame, but you can't say my occupation is not important or without its reward. A husband, two children—Nancy, three, and George, one—a house, and garden. So now you have an idea what I'm doing and what my interests are.”

Lucy Poe (Mrs. Marl Ellis Ray)—“Service families have no monopoly on moving around these days. We've moved four times since coming to Raleigh in October last year. It's good to be in North Carolina again. My husband teaches at State College, and until recently I did part-time county library work.”

Kathryn Privott (Mrs. L. L. Sledge)—“It hardly seems possible that ten years have passed. I married in 1936. We have a little girl six years old and a 'big' son almost two. In March of this year we left Rocky Mount and are living in Gadsden, Ala. I am hoping to return for our reunion in June, and I hope *everyone* will be there.”

Mary Ruffin (Mrs. W. Roy Poole)—“I'm living in Kinston keeping house for my 'windjammer' (salesman to you) husband and two very active children. I'm fortunate to be able to see lots of Meredith girls here. It's grand!”

Vera Sexton (Mrs. George P. Millar), Rocky Mount—“I'm just another busy housewife. I have been married eight years and now have a new occupation—caring for a baby daughter, Carolyn Ann, who is five weeks old.”

Bertha Mae Stroud is a social science teacher in the High School of Kinston, her home town.

Jo Turner (Mrs. J. N. Evans), Wallace—“After teaching music, doing graduate work at the W.M.U. Training School, and four years of field work, I've finally settled down as a pastor's wife. Life is

interesting and full. Perhaps by the twentieth reunion we will be able to add some pictures to the pictorial section."

Undine Weeks (Mrs. Wesley Barnhill), Enfield—"I'm kept busy rearing a future granddaughter of Meredith. Geneva is three now. I am clerk in my husband's store as well as busy housewife."

Willie Yost (Mrs. Joseph S. Vincent)—"I'm living in a suburb of Buffalo—Eggertsville, N. Y. We have two children, Scotty is three years old and Ann is three months. My husband is Insurance Manager of the Airplane Division of Curtiss-Wright Corp. I have met a few Southerners here in a club but haven't been fortunate enough to run into any Meredith girls. So you can imagine how delighted I am to receive a *Twig* or *Bulletin* with news from the old gang."

1936

Mary Ann Brewer (Mrs. John B. Regan), St. Pauls—"I'm a wife, mother, cook, washwoman, cleaner and all other things that make up a home. We have three children—Berk, four, Mary Brewer, three, and Maynette, almost a year."

Frances Calloway (Mrs. Earl Propst)—"I thought when my husband got into the Navy he'd sail the seas, but at present we're stationed at Pasco, Washington, a very dry desert. All this is a wonderful experience for us. We're living in a government trailer and feel a great deal like pioneers. I have signed up to do substitute teaching."

Henrietta Castlebury (Mrs. D. Glenn Auman)—"At present I am at Virginia Beach, having followed my Navy husband, who is a physical instructor in a nearby camp. We have a one-year-old daughter, Muriel Victor. We are looking forward to the day when we can go back to our home in Hillsboro."

Pauline Corington—"For the past seven years, I have been in the field of social work. I have been superintendent of Public Welfare for Moore County, with headquarters at Carthage, for the past two years. I have been quite successful as a career woman, but haven't changed my name. My Wake Forest fiance is now in Germany. As soon as the war is over, I will be able to tell you WHO I AM."

Beverly Davis (Mrs. John S. Peacock), Wilmington—"I'm still at home teaching school and waiting for my husband, Capt. Peacock, to return from overseas."

Dorothy Dockery (Mrs. C. L. Dickinson)—"Having started in Pennsylvania, we've lived across the United States, so to speak. We were in Denver, Col., and now we're at Longview, Wash. This is to be our permanent home. How I'd love to lay eyes on each and everyone of the class of 1936, but until after the war I won't be able to introduce my fourteen-months-old son, Dick, to Meredith and her family."

Miriam Early (Mrs. Charles P. Burchette), Mt. Ranier, Md.—“Life as the wife of the minister of education of a Baptist church in our nation’s capital and as the mother of a small wide-awake son is full, busy, satisfying, and stimulating. I know, for that is my lucky lot.”

Bertha Mae Futrelle—“I am teaching the sixth grade at Hillcrest School in Burlington. I am secretary of the P.T.A., reporter of the Music Club, and a member of the choir of the First Baptist Church.”

Ida Fuller (Mrs. W. Edward Dunston)—“After leaving Meredith I taught for two years and then got married and came to Elizabeth City to live. Edward and I have three children, two boys and a girl. My time is taken up chiefly with them and my husband, but I do have a little left for my music club, of which I formerly was president, and my church circle.”

Melba Gaskins, Richmond, Va.—“I work at Air Corps Supply at the Richmond Army Air Base. It is my responsibility to see that enough airplane parts are on hand to keep the planes flying. I enjoy my work even though it is hard and requires forty-eight hours a week of my time. I feel that what little I do is helping to bring this horrible war to an end.”

Elizabeth Jacobs—“I am teaching foods and nutrition at Howard College in Birmingham, Ala. After three years I am beginning to feel more at home, but I still miss N. C. Nights and afternoons I have been working in the Red Cross Canteen at the Air Base and L. & N. Station.”

Virginia Lambert (Mrs. Harry Duprey Wood)—“We have been in Angier nearly three years where my husband is pastor of the First Baptist Church. I enjoy my work as pastor’s wife. I major in the music activities of our church, but also help out in other places where I can be of service. I work in the Woman’s Club, do war work, and have some time in my flower garden. We have two boys, Harry III, and Edwin.”

Katherine Liles (Mrs. J. H. Warren)—“We have been living in Birmingham, Ala., for a year, having moved here from Washburn, Wis. My husband, a chemical engineer, is connected with DuPont Co. I am just a plain mama.”

Lucille Parker (Mrs. Clarence H. Guthrie), Marion—“What time I’m not traveling back and forth to New York to see Clarence, who is on a troop transport, I am at home. I’m teaching near here and trying to keep Mother and Dad from getting too lonesome. All the other Parkers are scattered across the country—Jannette in Washington, D. C., Betty in Kansas, the brothers in Florida and Wisconsin. Reba is the only one who is settled.”

Pauline Perry—“There’s nothing to tell about myself, but I could say a lot about the church where I have been working for the past

three years. Nearly all of my time is devoted to the First Baptist Church of Winston-Salem. I always read every word of the *Twig* and thoroughly enjoy all the news about Meredith and the alumnae."

Martha Ann Riley (Mrs. John F. Fisk, IV), Manhasset, N. Y.—"At present I am a dietitian for the Hotel Statler Co., Inc., and my duties are quite varied. They include writing a weekly Catering News, testing recipes for a monthly Tested Recipe Bulletin, and traveling to the various Statler hotels to break in new food supervisors and help them with their various problems. My spare time is spent packing weekly boxes to my husband, brother, and friends overseas. I've been toying with the idea of writing a book on the life of an army wife. Traveling with my husband to fourteen army camps was an eye opener and heaps of fun."

Virginia Rollins (Mrs. Earle L. MacKay), Dayton, Ohio—"I was married on June 1, 1943. My husband, an electrical engineer by profession, is temporarily a pilot in the Army Air Forces. Before my marriage I did social work in Virginia. I took some graduate work in the Tulane School of Social Work and worked for the Red Cross as a social worker. But none of it compares with married life."

Norma Rose—"My three years at Yale were delightful ones, but they didn't take the edge off my enthusiasm for Meredith. I'm back in my niche here and enjoying my return to the teacher status. Most of all—I'm looking forward to a real reunion of the 'Sturdy Class of '36' in June."

Isabel Ross (Mrs. C. M. Hines)—"We are now living in Lawton, Okla., but I have lived in California, Kentucky, and Oklahoma in the space of eight months! 'Marry a soldier and see the world!'"

Fay Memory Shields (Mrs. James Ray Marks, Jr.)—"Like a lot of you other gals, my husband and I are army folks—have been for two and one-half years. We were stationed at Camp Rucker, Ala., and now have come deeper south, twenty miles below Miami, at the Homestead Army Air Field. Red Cross and Canteen work plus the duties of a housewife keep me busy. We are looking forward to a winter in 'Sunny Florida,' but hope to make North Carolina by reunion time."

Hilda Williams (Mrs. Walter L. Warford), Carthage—"I am the wife of a minister. My husband serves the Carthage and Cameron Baptist Churches. We have four children—three boys and one girl. My home and church duties keep me quite busy."

1937

Ruth Abernethy (Mrs. Wm. Lockhart Benton)—"I am enjoying being a real 'Army Wife.' I have been with Benton for the past few weeks in Shreveport and Lake Charles, La. The lovely old homes here remind me of Eastern Carolina."

Ruby Barrett (Mrs. John Gordon Graham)—“Where? Spending the winter in Black Mountain. What? An army wife, living with Mother until I can join my husband who is in Army Medical Corps.

Mary Alice Batson (Mrs. Frank P. Ward)—“We are living in Lumberton, where Frank is practicing medicine.”

Flora Kate Bethea (Mrs. Charles N. Rogers)—“Hartsville, S. C., is my home now, where I’m busy caring for my husband and two-year-old son. It’s much more fun training one’s own child than teaching others. There are very few Meredith girls in this section, so the *Twig* and its alumnae news means a great deal to me. We have quite an active chapter of A.A.U.W., in which I enjoy working. I am looking forward to our class reunion next spring.”

Margaret Blanchard (Mrs. John C. Cooper, Jr.)—“Like many others, I am following my husband over the country. Now we are enjoying Oklahoma’s landscape and people. Taking care of my two-year-old baby absorbs most of my time. I have met several people who say that North Carolina is the most beautiful and friendliest state they have ever visited. That makes me feel good.”

Mary Fort Carroll (Mrs. Howard White)—“I’m sure that I am one of the luckiest of all war wives. I am now in Bermuda with my husband, who has been with the Navy here for quite some time. I came down by Clipper from New York on September 12 and I was sent by the Navy Department—at their expense—to fill a Civil Service position with the Navy. I am attached to the Personnel Department, and I find my work most interesting. This is truly a lovely place, and I’m having a wonderful time.”

Lucile Cates, Greensboro—“I am still with the Carter Fabrics Corp. Sorry I don’t have a picture of my fifteen children, each fifteen years old, members of the First Baptist Sunday School. I note with interest the Expansion Program and hope to see it go over in a big way.”

Nell Choate (Mrs. George H. Machen)—“While my husband is in England in the Army, I’m working as industrial secretary of the Y.W.C.A in High Point.”

Isla Mac Coward (Mrs. John Burch Blaylock)—“I am a social worker with the Caswell County Welfare Department at Yanceyville. Incidentally, I keep house for my husband!”

Pauline Davis (Mrs. Clifford Perry)—“Cliff is in the Navy and we are living here in Alexandria, Virginia. I am kept home with my five-months-old boy—but he surely is worth it! I do try to keep up my Nurses’ Aid work in the Washington hospitals and at the Blood Donor Center in the Pentagon, because I see the need is great.”

Edna Frances Dawkins—“I am once again at Meredith, after two years of working for a Master’s degree in personnel administration

at Syracuse University. It is a thrill to be here and to observe Meredith growing in every way, and I am enjoying my work with the largest freshman class Meredith has ever known."

Eleanor Edwards (Mrs. James Edward Williams, Jr.)—"With the arrival of a little daughter on September 29, I am now living on 'Diaper Row.' My husband has been called for overseas assignment, so we are living in Cary now. It's good to catch up on Meredith news and Meredith friendships after two years out of the State (in Memphis)."

Elizabeth Johnson (Mrs. T. J. Lassiter, Jr.), Smithfield—"We have one daughter—Nancy Louise, born November 9, 1940."

Natalie Johnson (Mrs. Chas. Alton Case, Jr.)—"I'm still living in Norfolk, Virginia, where I have lived most of the time since I graduated. Secretarial work has kept me busy. I haven't seen many of my classmates in this neck of the woods, but I'm hoping for better luck at the meetings of our new alumnae chapter."

Margaret Kramer—"I'm still Margaret Kramer. In addition to that I'm an harassed graduate student at the University of Illinois. If my health and teeth hold out, I'll be back in God's country in the not too distant future."

Rose Lee (Mrs. Steve Wing)—"My name and residence now are changed. We live in Marietta, Georgia, and my days are busy keeping house, cooking, and teaching 150 students civics and vocational guidance in the high school here."

Rachel Leonard (Mrs. J. H. Smith)—"My husband is now a chaplain in the Navy and we have just moved from Greensboro to Marion."

Mary Johnson MacMillan (Mrs. Richard Goldsmith)—"I was married on September 7 of this year to Richard Goldsmith, Pfc. in the Army, stationed at Knox Field here in Madison. Our home will be in New York after the war. We are having a grand time here. Madison is a beautiful town, and we have met some most congenial University of Wisconsin and Army folks. I miss my child welfare work, but my time is taken up now with keeping house—and it's a job for a novice!"

Mary Fay McMillan (Mrs. Titus C. Williamson), Whiteville—"So much has happened. Within three days Papa reached New York on the 'Gripsholm' from Shanghai, and Titus shipped out for England. We have a little daughter, Lucy, who is nearly two, and the joy of our lives. With housekeeping and playing with Lucy, and occasional substitute teaching, the time fairly flies—the faster, the better, till Titus comes home again!"

Corine Manly (Mrs. Edwin S. Ballou), Leesburg, Florida—"We live here in sunny Florida, knee-deep in citrus. Our house is the quaintest little story book house, straight out of a fairy tale and right

in the middle of an orange grove. Martha, our three-year-old, keeps me busy, but I still do an occasional bit of welfare and Red Cross work."

Dorothy Meigs (Mrs. Henry P. Bennett), Pageland, S. C.—"I'm another war wife. My husband has been in Italy twenty months, then came home for thirty days, and now is back in Italy. Our little girl, Suzanne, is almost two. We live with my parents, and I teach piano in the schools."

Ruby Pearson, Smithfield—"My name remains the same for the 'duration.' I'm very happy in my work as Home Demonstration Agent for Johnston County. With two assistants we are carrying Miss Brewer's and Miss Hanyen's wonderful Home Ec. training to the 9,465 farm families in our county."

Frances Pittman (Mrs. James C. Woodard), Kinston—"Our reunion year took a long time to come around, but it's worth waiting for. Speaking of waiting, that's what I'm doing as my husband is now in France. My two-year-old son and teaching school are two excellent antidotes to 'time on my hands.' See you in June."

Dorothy Prevost (Mrs. Robt. P. Harris), Raleigh—"My husband is with the Navy in the South Pacific. We had a wonderful year and a half in California, and I've just returned to be with Mother for the duration."

Ada Lee Rivers (Mrs. Thomas C. Hinkle, Jr.)—"My two children, a girl and a boy, keep me busy. I'm living in Chesterfield, S. C., while my husband is in service."

Margaret Sale (Mrs. H. M. Ratliff, Jr.)—"I married a Methodist minister in '39. We have three children, one boy and two girls, named John, Catherine, and Kern. Present parish: Rockwood, Tenn."

Ruth Sears (Mrs. Pointer Rogers), Roxboro—"My two daughters, Jo Ann and Nancy—future Meredith students—take all my time!"

Lucille Shearon (Mrs. I. J. Stephens)—"I am married and live in Varina. My time is filled with housekeeping and caring for our boy, Robert Thomas."

Ruth Smith (Mrs. Asbury H. Sallenger)—"We have moved around so much lately that I hardly know what to put down as my address. We are settled now in Washington. My husband is stationed at the Navy Department in the Bureau of Aeronautics."

1943

Virginia Bailey—"I am living in Elizabeth City, still unmarried, but not teaching school. As assistant home agent in four counties in the Albemarle area, I am kept quite busy. It's really fun—new people all the time, but still the old ones to turn to for advice and consolation."

Helen Best (Mrs. Purcell Jones)—“I am teaching music at Tileston Junior High School in Wilmington and like it very much. My husband, Purcell, is with the ‘Seabees’ in the S. W. Pacific, and I haven’t seen him in seventeen months. I miss Meredith and all that goes with it. They were wonderful days.”

Louise Vann Boone—“I have been in New York for the past year, and have had three wonderful semesters at Columbia studying history. I am now working with *Newsweek Magazine* as a researcher in the advertising research department. It is very fascinating work. Out of the office I am sharing an apartment with four Texas girls.”

Catherine Barefoot Matthews (Mrs. W. H. Wade)—“Nothing spectacular has happened to me since leaving Meredith, but I do feel that I have had a full life since that time. Last year a group of boys and girls were the victims of my attempt to teach English and French. This year we are about to celebrate our second wedding anniversary in November by becoming parents. I just hope for others connected with Meredith as much happiness as I have had.”

Elizabeth Brownlee, Elwyn, Pa.—“I’m still occupied with teaching backward children the way that they should go. It has, of course, its ups and its downs, but it is absorbing work. I enjoy living near Philadelphia where so much is going on. I hope I’ll be seeing you all back at Meredith for the reunion.”

Adelaide Bunker—“I am teaching at Franklin School, Mt. Airy.”

Hazel Carver—“Roxboro High School, in my home town, is where I’m teaching. It is very fascinating and, indeed, interesting work. I am waiting for Uncle Sam to release a particular person, then those dreams and air-castles will come beaming through.”

Lorraine Chappett (Mrs. Robert McKinney)—“I’m teaching eighth grade and one class in chemistry at Mount Airy High School. In addition I have another most important responsibility—housewife for my husband, Robert. All in all, I’m quite happy with my present status.”

Adelaide Charles—“Since September, 1943, I have been living in Raleigh and am secretary to Mr. R. T. Howerton, Jr., who is B.S.F. Secretary of the Baptist State Convention. I am loving my work very much.”

Kathleen Clarke—“I am teaching for my second year at R. J. Reynolds High School in Winston-Salem. I am living with Suzanne Bagnal and we often think of the happy days at Meredith. The Expansion Program has my hearty support. I feel we will come through in flying colors with the true Meredith spirit.”

Catherine Claussen—“I’m staying at home here in Charleston, S. C., working as a chemist at the West Virginia Pulp and Paper Company.”

Dorris Cline (Mrs. R. L. Brooks)—“I was married to Lt. Brooks, U.S.M.C.R., May 13, 1944. At the present time I am teaching in the first grade of one of the Lincolnton city schools. My husband is overseas, and I plan to teach until he returns to the States.”

Mary Frances Comer—“I am stationed at the Naval Proving Ground in Dahlgren, Virginia. I am working in the bomb calibrations department. Have received the rating of specialist (X) 3/c. The work, which is based mostly on math, is very interesting and enjoyable.”

Jennie Crutchfield—“I have very happy memories of Meredith and the time I spent there. I’m living at home and teaching fourth grade in Bethel Hill High School.”

Carolyn Duke, Wilmington—“I find myself here at the end of the world already talking ‘Meredith’ to the freshmen whom I teach. Having been orientated into such a fine high school as New Hanover, I think I am a very lucky girl.”

Annie Lide Gilbert—“I am still in the teaching profession except that this year I am in the Tileston School in Wilmington. The first grade is still my choice and I am having a delightful time with thirty-six lively youngsters. I’m not married yet, although that seems to be the style.”

Evelyn Hampton, Louisville, Ky.—“This is my second and last year at the W.M.U. Training School. I’m not sure what I’ll be doing after graduation in May, but it will be some kind of mission work in this country.”

Lucille Haywood (Mrs. H. C. Ellis), Louisville, Ky.—“I am at the Seminary where my husband and I are studying. It’s a joy to be closely associated with a great many of my Meredith classmates.”

Flo Hewett (Mrs. George H. Brown)—“I’m so glad that ours is one of the reunion classes this year. It will be such fun seeing all the girls together at Meredith again. I am teaching vocational home economics in Bath, a small community near here, and staying at home. My husband is stationed in Arizona and expects to be sent overseas soon.”

Gretchen Johnson, Sylva—“I’m loving my work as associational missionary in Jackson County. My life is being strengthened from having fellowship with my dear mountain people.”

Evelyn Lassalle, New York City—“I am dropping these lines from the office of the French Treasurer of the Delegation in which I have been working since I left Meredith. Though America is a swell country and the life in New York quite exciting, I am planning to go back to Paris as soon as I have a chance. Don’t you know of someone who is going to need a secretary in Berlin? I am willing to take the job, and how I would straighten out their accounts there!”

Betty Lou McClure—"I'm teaching first grade in the city schools at Lincolnton. Also I'm teaching psychology to the student nurses in the Crowell Memorial Hospital."

Sara Mull (Mrs. O. Max Gardner, Jr.)—"Max is now stationed at Fort Benning, Georgia, and I am 'stationed' here too until we get our next orders! When you ask what I'm doing, it would be much more appropriate to ask, 'What's cooking?' We have an apartment and I'm learning to cook (or rather experiment) in my own little 'lab.' Write to me for any of my recipes—a can opener will be sent to you free of charge."

Florence Olive (Mrs. J. S. Barker, Jr.)—"While my husband is overseas, I'm keeping the 'home fires burning,' and teaching in the Belfast School at Goldsboro. It surely would be great to see all my classmates."

Mary Louise Ott—"I am starting on my second year as an English and science teacher at Walstonburg High School near Wilson."

Elsie Pair, Knightdale—"As a member of the reunion class of '43 I am happy to answer a few questions. My name has not changed yet, but I am not teaching this year. I taught last year. At present I am employed with the North Carolina Inspection and Rating Bureau in Raleigh."

Venita Penland (Mrs. J. Kenneth Robertson)—"I was married to Sgt. Robertson on June 16, last. I am at home now teaching English and French in the Burnsville High School."

Elizabeth Riggs (Mrs. Harvey Carmen Puryear)—"I am still being general 'handy man' in the office of Grace Church in Durham, but have found that marriage is a much more interesting career. My plans are about as definite as those of any army wife."

Hazel Stewart—"After I graduated I worked for about four months in an inspection lot in Raleigh, then I became a 'sailor.' I was sworn in in the WAVES on November 11, 1943, and received my commission on January 11, 1944. Since then I've been on the staff of the Radar School in Hollywood, Florida."

Beryl Thorne—"After graduation I worked with the U. S. Army Signal Corps in Arlington, Virginia. In January, 1944, I was transferred to the U. S. Public Health Service, and at present am working at Riverside Public Health Hospital in Columbia, S. C."

Gloria Watson—"I am at Carolina studying social work and am liking it fine. There are several Meredith girls here so we feel quite at home."



1. Ann Pepper and Walter Poole—*Mary Ruffin Poole*, '35. 2. Bruce Malcolm Olive—*Nell Fowler Olive*, '16. 3. Geneva Barnhill—*Undine Weeks Barnhill*, '35. 4. Jimmy, Flora Frances, and Anne Warlick—*Evelyn Fowler Warlick*, '35. 5. Charles Nicholas Rogers, Jr.—*Flora Kate Bethca Rogers*, '37. 6. Mary Virginia Watts, her brother, mother and daddy—*Virginia Farris Watts*, '34. 7. Jim, David, and "Doppy Lou" Warren—*Katherine Liles Warren*, '36. 8. Vicki Auman—*Henrietta Castibury Auman*, '36. 9. Newton and Ed Colston—*Mary Creath Colston*, '34. 10. Mary Winn Moore Beam, Frances MacKenzie Moore, and their mother—*Isabel MacKenzie Moore*, '15. 11. Walter Lee, Jr., George Alexander, and Hilda Anne Warford—*Hilda Williams Warford*, '36.



12. Johnny Burchette—Miriam Earla Burchette, '36 13. John Stanley Vetter—Roselle Bird Vetter, '16 14. Ann Woodard, Jr.—Frances Pittman Woodard, '37. 15. Robert Thomas Stephens—Louille Shearon Stephens, '37. 16. Howard K. Olive—Neil Fowler Olive, '16. 17. Kyle E. Jr. and Albee Pettigrew Hasselden—Elizabeth Lee Hasselden, '35. 18. Cliff Perry, Jr.—Pauline Davis Perry, '37. 19. Joseph Randall Overby, Jr.—Lois Morgan Overby, '35. 20. Jere Warren Noel—Marguerite Warren Noel, '34.



21. Martha Maule Bellou—Corine Maule Ballou, '37. 22. Jerry Lou Holbert—Geraldine Gaddy Holbert, '34. 23. Calvin Lafayette Dickinson—"Dick"—Dorothy Dockery Dickinson, '35. 24. Carolyn Miller Lay—Emily Miller Lay, '34. 25. Patricia Lockhart Lay—Emily Miller Lay, '34. 26. George Thompson Noel, III—Marguerite Warren Noel, '34. 27. Tommy Buchanan—Virginia Norwood Buchanan, '35. 28. Betty Lee and Webb Sledge—Kathryn Priott Sledge, '35. 29. Emily Olive—Nell Fowler Olive, '16.



30. Suzanne Bennett—Dorothy Mays Bennett, 31. Carolyn Cr., 32. Mildred Jean and Linda Margaret Ayscough—Mildred Mays Ayscough, 33. Mary Ann and Johnny Lou Weeks—Catherine Hayes Weeks, 34. Brooks Perry, Jr., 35. George L. Hooks, 36. Frank P. Ward, Jr., 37. Mary Ann Bulson Ward, 38. Robert Lee Richardson, Jr.—Carolyn Hayes Richardson, 39. Nancy Hook—Reba Parker Hooks, 40. Ella Marguerite Noel—Marguerite Watson Noel, 41.

MEREDITH COLLEGE

RALEIGH, NORTH CAROLINA

SUMMER SESSION

June 11 - August 11, 1945

WHY A SUMMER SESSION?

Meredith College continues this year a nine-week summer session as a service to students who, especially in the present emergency, wish to utilize their summers to the best possible advantage. The following groups, among others, should find it appealing:

(1) Those who wish to complete their college course in less than the regular four years, thus enabling them to begin graduate work or professional careers earlier. Nine semester hours of credit may be secured during the session. With three summer sessions, a student may graduate in three years; with two summer sessions, in January of her fourth college year.

(2) Regular college students who wish certain courses which extra-curricular responsibilities or crowded schedules make difficult during the regular college year.

(3) Those who wish to remove conditions or add credit hours to insure their normal scholastic classification or advancement towards a degree.

(4) Students who want to reduce the total cost of their college education by taking advantage of the proportionately lower fees charged for summer work.

(5) Recent high-school graduates who, without reference to college credit, wish to review courses already taken or to take new courses that will prepare them for successful college work in September.

(6) Teachers who wish to avail themselves of the new materials in both subject-matter and professional courses.

Especial attention is called to the fact that students preparing to enter college in September, at Meredith College or elsewhere, may enroll for courses giving full college credit. Those expecting to transfer such credit to other institutions should secure advance assurance that these courses are properly related to the courses and schedules in the institution to be attended.

GENERAL INFORMATION

Registration will begin in the College Library at 2:00 p.m., Monday, June 11.

High school graduates and other students in good standing are eligible to enroll in the summer session. A student who plans to enter college in September may begin her regular work at

Meredith in June. Any student who desires college credit must present before or at registration an official transcript of her previous academic record.

During the nine-week session from June 11 to August 11, a student may earn a maximum of nine semester hours of credit; that is, she may carry three courses.

In addition to the courses listed below, others for which there is sufficient demand may be offered. Students interested in such courses should write to the Dean of the College immediately.

Practically all classes will meet daily from Monday through Saturday, except that classes will not be held on the following Saturdays: June 23, July 7, July 21, August 4. The class schedule extends from 8:00 a.m. to 1:00 p.m.

The residence halls provide comfortable living quarters. Meals will be served in the College dining hall. Students will furnish their own towels and bed linen (for single beds).

Informal social programs are being planned. Bus service from the front door of the administration building provides abundant opportunity for social contacts and shopping in the city of Raleigh.

FACULTY

CARLYLE CAMPBELL, A.B., A.M., LL.D.	President
ERNEST F. CANADAY, A.B., A.M., PH.D.	Mathematics
HARRY E. COOPER, A.B., Mus.B., Mus.D., F.A.G.O.	Music
BEATRICE DONLEY, B.M.	Voice
HARRY K. DORSETT, A.B., A.M.	Education
MABEL ELLIS, A.B., A.M.	Business
LEMUEL ELMER McMILLAN FREEMAN, A.B., A.M., B.D., Th.D.	Religion
LOUISE LANHAM, A.B., A.M., Ph.D.	English
QUENTIN OLIVER McALLISTER, A.B., A.M., Ph.D.	Modern Languages
HAROLD GRIER McCURDY, A.B., Ph.D.	Philosophy, Psychology
STUART PRATT, A.B., Mus.B., Mus.M.	Piano
LILLIAN PARKER WALLACE, A.B., M.S., Ph.D.	History
SANFORD R. WINSTON, A.B., Ph.D. (North Carolina State College)	Sociology
JOHN A. YARBROUGH, B.S., A.M., Ph.D.	Biology



COURSES OF INSTRUCTION

The number in parentheses following the title of the course indicates the semester hours of credit allowed.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of six students. Other courses will be made available if a sufficient number of students make advance request for them.

BIOLOGY

1. *General Biology* (3).

A course presenting the most important biological facts and principles, and so relating them that the student can apply them to the ordinary affairs of life. A study of the cell, the role of green plants, including simple experiments in plant physiology, and the anatomy and physiology of frog and man.

2. *General Biology* (3).

A study of various types of plants and animals representing the most important phyla and their interrelationships, also including the role of bacteria and the main principles of heredity.

BUSINESS

Credit in shorthand and typewriting is granted only to majors in business. Non-credit students will be asked to withdraw from these courses if their work becomes unsatisfactory.

-31. *Typewriting* (3).

Development of the ability to typewrite at the rate of at least thirty words a minute on letters, articles, and similar material.

-32. *Typewriting* (3).

A continuation of Business 31-. The speed requirement is at least fifty words a minute.

53-. *Elementary Shorthand* (3).

The theory of Gregg shorthand will be completely covered in this intensive course.

61. *Accounting* (3).

Accounting for simple proprietorships and partnerships, classification of accounts, analysis of financial statements.

84. *Office Management and Practice* (Laboratory).

No credit until the course is completed in the regular session.

Methods of filing, operation of dictaphone, duplicating machines, and calculators.

EDUCATION

53. *Child and Adolescent Psychology* (3).

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence.

54. *Principles of Education* (3).

A consideration of the place and function of education in our democracy; the organization and administration of the curriculum; records and reports; the school plant; relation of teachers and pupils to one another; relation of school to the community.

56. *Educational Measurements* (3).

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school, and to those majoring in the social sciences.

ENGLISH

1-. *Principles of Writing* (3).

Review of grammar. Study of sentence and paragraph structure. Parallel reading. Weekly themes. Conferences.

-2 *Principles of Writing* (3).

Study of diction and outlining. Parallel reading. Weekly themes. Conferences. Term paper.

21-. *Development of English Literature* (3).

Survey of English literature from the beginnings through Shakespeare.

FRENCH

21-. *Intermediate French* (3).

Prerequisite: two high school units or French 1-2.

GEOGRAPHY

21. *Principles of Human Geography* (3).

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

(This course carries credit towards the elementary certificate, the high school science certificate, and the College requirement in social studies.)

HISTORY

1-. *Historical Backgrounds of Modern Civilization* (3).

First semester's work of a year course for freshmen and sophomores. Conducted by means of informal discussions, occasional hour examinations, and a final examination. A loose-leaf notebook and collateral reading required.

-2. *Historical Backgrounds of Modern Civilization* (3).

A continuation of History 1-.

61. *Europe since 1914* (3).

Prerequisite: History 1-2.

MATHEMATICS

1. *College Algebra* (3).

Prerequisite: one unit of high school algebra.

2. *Trigonometry* (3).

51. *Differential Calculus* (3).

52. *Integral Calculus* (3).

54. *College Geometry* (3).

A course in modern plane geometry.

MUSIC

Applied Music.

Instruction in piano (Mr. Pratt), organ (Mr. Cooper), and voice (Miss Donley), will be available in private lessons, and the work will be adjusted to suit the needs of each individual student. College credit will be granted for this work on the basis of one semester hour for six hours per week of practice.

Theory 26. *Appreciation of Music* (3).

A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors.

PHILOSOPHY

21. *Ancient and Medieval Philosophy* (3).

An introduction to the Western tradition in philosophy.

PSYCHOLOGY

21. *General Psychology* (3).

An introductory survey of some general facts of human experience and behavior.

22. *General Experimental Psychology* (3).

A closer examination of general psychology, emphasizing the experimental approach.

RELIGION

1-. *Old Testament History* (3).

-2. *New Testament History* (3).

57. *The History of Religion* (3).

The most important religions of the past and present, studied and compared to see their relations to one another and their distinctive features.

SOCIOLOGY

21. *Principles of Sociology* (3).

Prerequisite to all other sociology courses. A general introduction to the field of sociology.

65. *Urban Sociology* (3).

The sociology of city life; urban growth; the effects of city life upon personality and culture.

92. *The Family* (3).

The social history of the family; marriage and family adjustment; family relationships; social change and problems of the modern family.

SPANISH

1-. *Elementary Spanish* (3).

21-. *Intermediate Spanish* (3).

Prerequisite: two high school units or Spanish 1-2.

Courses for Prospective Freshmen

The courses listed below are open to recent high school graduates, and each carries three semester hours of credit.

Applied Music
Biology 1, 2
English 1
French 21

History 1-2
Mathematics 1, 2
Religion 1-2
Spanish 1-, -21

Published by MEREDITH COLLEGE, at Raleigh, N. C.
 Monthly except June, July, and August.
 Entered January 13, 1908, at Raleigh, N. C., as Second-
 class Matter under Act of Congress of July 16, 1894.
 January No. 5 1945

SUMMER SCHOOL BULLETIN
 RALEIGH, NORTH CAROLINA
MEREDITH COLLEGE



CALENDAR

June	11	Monday	Registration in library, 2:00 p.m.
June	12	Tuesday	Classes begin, 8:00 a.m.
August	10	Friday	Examinations
August	11	Saturday	Summer session ends

EXPENSES

General Fees:

Tuition (for three courses, giving nine semester hours of credit)	\$ 36.00
Entertainments and recreational activities	2.00
Residence: room and board	80.00

Special Fees:

Late registration (after June 11)	2.00
Tuition for special students, for each three-hour course	15.00
Laboratory fee, for each course	5.00
Piano, Voice, Organ, Violin (Two half-hour lessons a week)	27.00
One half-hour lesson a week	15.00
Use of piano, one hour daily	3.00
For each additional hour	1.50
Use of organ, fifteen or twenty-five cents an hour.	

Fees are payable as follows: one-half, on registration; one-half, July 14. NO REFUNDS ON ACCOUNT OF WITHDRAWALS WILL BE ALLOWED.

RECOGNITION

Meredith College is a standard four-year college for women, with membership in the Southern Association of Colleges and Secondary Schools since 1921, the American Association of University Women since 1923, and on the approved list of the Association of American Universities since 1928. The College is a Liberal Arts member of the National Association of Schools of Music.



SERIES 38

MARCH, 1945

NO. 7

MEREDITH COLLEGE

BULLETIN



CATALOGUE

1944-1945

ANNOUNCEMENTS

1945-1946



Raleigh, North Carolina

Published by

MEREDITH COLLEGE

at Raleigh, N. C.

Monthly except in June, July, August

Entered January 13, 1908, at Raleigh, N. C.

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Under Act of Congress of July 6, 1894

SERIES 38

MARCH, 1945

NO. 7

MEREDITH COLLEGE

BULLETIN



CATALOGUE

1944-1945

ANNOUNCEMENTS

1945-1946



Raleigh, North Carolina

1945

JANUARY	APRIL	JULY	OCTOBER
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1946

JANUARY	APRIL	JULY	OCTOBER
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CALENDAR, 1945-1946

SUMMER SESSION, 1945

June	11	Monday	Registration.
June	12	Tuesday	Classes begin, 8:00 a.m.
July	4	Wednesday	Independence Day. A holiday.
July	7	Saturday	Mid-term.
August	10	Friday	Examinations.
August	11	Saturday	Summer session ends.

FIRST SEMESTER, 1945-1946

1945

September	17-19	Mon.-Wed.	Orientation.
September	19	Wednesday	Registration—Freshmen.
September	20	Thursday	Registration—All others.
September	20	Thursday	Formal opening exercises, 8:00 p.m.
September	21	Friday	Classes begin, 8:30 a.m.
November	9	Friday	Founders' Day.
November	23	Thursday	Thanksgiving. A holiday.
December	18	Tuesday	Christmas recess begins, 1:00 p.m.

1946

January	2	Wednesday	Christmas recess ends, 2:00 p.m.
January 26- February	2	Sat.-Sat.	First semester examinations.

SECOND SEMESTER, 1945-1946

February	4	Monday	Registration.
February	5	Tuesday	Classes begin, 8:30 a.m.
May	6-11	Mon.-Sat.	Registration for session 1946-1947.
May	25-31	Sat.-Fri.	Second semester examinations.
May 31-June	3	Fri.-Mon.	Commencement exercises.

ORGANIZATION

BOARD OF TRUSTEES

WALTER HERBERT WEATHERSPOON, *President* Raleigh
VET MOLETTE DORSETT, *Vice-President* Siler City
ZENO MARTIN, *Secretary-Treasurer* Raleigh

TERMS EXPIRE 1945

SANKEY L. BLANTON Wilmington
EVERETT JOHNSON BRITT Lumberton
HENRY EDWARDS Shelby
ROBERT NIRWANA SIMMS Raleigh
WILLIAM ATHA THOMAS Statesville
WM. HARRISON WILLIAMS Charlotte

TERMS EXPIRE 1946

JAMES EDGAR BROYHILL Lenoir
MAROARET SHIELDS EVERETT Greenville
EPH WHISENHUNT Clayton
JOSEPH RUFUS HUNTER Raleigh
MABEL CLAIRE HOGGARD MADDREY Ahoskie
BETH CARROLL TAYLOR Charlotte

TERMS EXPIRE 1947

MAUDE DAVIS BUNN Raleigh
HARRY B. CALDWELL Greensboro
VET MOLETTE DORSETT Siler City
JAMES M. HAYES Winston-Salem
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TERMS EXPIRE 1948

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PROFESSOR OF CHEMISTRY AND PHYSICS

JOHN A. YARBROUGH, A.B., M.S., Ph.D.

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University of Iowa, Ph.D.; Graduate Student, Northwestern University
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Duke University, Ph.D.
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Columbia University, B.S., A.M.

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Duke University, A.B., Ph.D.

ASSOCIATE PROFESSOR OF PSYCHOLOGY AND PHILOSOPHY

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Hartwick College, A.B.; Philadelphia Musical Academy, Mus.B.; Syracuse
University, Mus.M.; Two years in Berlin; Marta Siebold, Hugo Kaun,
Walter Scharwenka, Egon Petri

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Graduate Student, University of Colorado, Cheyenne Mountain Folk School

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University of Denver, A.B.; North Carolina State College, M. S.;
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Columbia University, B.S.; University of Tennessee, M.S.; Graduate Student,
Columbia University; University of North Carolina, Ph.D.

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EDGAR H. ALDEN, Mus.B., Mus.M.¹
Oberlin Conservatory of Music, Mus.B., Mus.M.; Reber Johnson; Theory with
Arthur E. Heacox; Chautauqua, N. Y.

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Randolph-Macon Woman's College, A.B.; University of North Carolina, A.M., Ph.D.¹

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George Peabody College

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West Virginia University, B.M. (Voice), B.M. (Public School Music); Voice with
Horatio Connell, Juilliard School of Music, New York; Voice with
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Cornell University, A.B., A.M., Ph.D.; University of Strasbourg, France,
Certificat d'études francaises modernes.

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Meredith College, A.B.; North Carolina State College, M. S.

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INSTRUCTOR IN EDUCATION

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University of Alabama, A.B.

INSTRUCTOR IN ART

¹ On leave.

PHYLLIS GENEVIEVE WARNICK, B.M., M.M.
University of Michigan, B.M., M.M.
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University of Minnesota, A.B.; A.M., Certificado de asistencia, Universidad de Chile,
Santiago, Chile; Graduate Student, University of North Carolina
INSTRUCTOR IN MODERN LANGUAGES

ELIZABETH CAMERON, B.S.
Woman's College of the University of North Carolina, B.S. in Physical Education;
Graduate Student, University of Wisconsin
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MABEL EVA ELLIS, B.S., A.M.
Indiana State Teachers College, B.S.; New York University, A.M.
INSTRUCTOR IN BUSINESS

MARIE GREEN, B.P.S.M., A.M.
University of Indiana, B.P.S.M.; Teachers' College, Columbia University, A.M.
INSTRUCTOR IN MUSIC

MARY HANCHETTE, A.B. A.M.
Vassar College, A.B.; University of Wisconsin, A.M.; Piano with Egon Petri,
Cornell University
INSTRUCTOR IN MUSIC

LILA LEVAN LOADWICK, B.M., M.M.
University of Kansas, B.M., M.M.; Institute of Musical Art of the Juilliard
School of Music, Diploma
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Meredith College, A.B.; University of North Carolina, A.M.; Yale University, Ph.D.
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Woman's College of the University of North Carolina, B.S. in Physical Education
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RUTH COUCH ALLEN, B.S., A.B., A.M.	<i>Modern Languages</i>
STANLEY T. BALLENGER, A.B., A.M.	<i>Modern Languages</i>
DAS KELLEY BARNETT, A.B., Th.M., Th.D.	<i>Religion</i>
HELEN JO COLLINS, B.S., M.S.	<i>Chemistry</i>
EMELINE FOSTER, B.S.	<i>Physical Education</i>
MINNIE CALDWELL HARRIS, A.B., B.S., A.M.	<i>Physics</i>
LEE C. SHEPPARD, A.B., B.D.	<i>Religion</i>
ELEANOR EDWARDS WILLIAMS, A.B., A.M.	<i>English</i>

FACULTY COMMITTEES FOR 1944-1945

<i>Bulletins</i> —Dean Davis, Mrs. Cooper, Mr. Dorsett, Miss Lanham, Mr. Martin
<i>Concerts</i> —Mr. Cooper, Miss Donley, Mr. Pratt
<i>Curriculum</i> —Dean Davis, Miss Johnson, Miss Keith, Mr. McCurdy, Miss Yarbrough
<i>Freshman Orientation</i> —Mrs. Wallace, Mrs. Allen, Dean Davis, Miss Dawkins, Miss Peterson
<i>Instruction</i> —Dean Davis, Mr. McAllister, Mr. Riley, Miss Rose, Mr. Yarbrough
<i>Lectures</i> —Mr. Riley, Mr. Dorsett, Miss Harris
<i>Library</i> —Mr. Freeman, Miss Johnson, Mr. McCurdy, Mr. Patrick, Miss Yarbrough
<i>Social Functions</i> —Miss Baker, Miss Brewer, Mrs. Clark, Mrs. Egerton, Mrs. Marsh
<i>Student Government</i> —Miss Baker, Dean Davis, Miss Keith, Miss Rose, Miss Yarbrough
<i>Student Health</i> —Miss Barnette, Mrs. Egerton, Miss Hanyen, Mr. Martin, Miss Peterson
<i>Vocational Information</i> —Dean Davis, Mr. Canaday, Miss Popham, Mr. Sheppard, Mr. Tyner, Miss Yarbrough
<i>War Activities</i> —Mrs. Marsh, Miss Baker, Miss Barnette, Miss Bell, Miss Brewer

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Mrs. J. Winston Pearce, Durham	<i>Vice-President</i>
Mrs. Graham Reams, Asheville (Asheville Division)	<i>Vice-President</i>
Mrs. Henry Lowrance, Winston-Salem (Charlotte Division)	<i>Vice-President</i>
Mrs. Albert Simms, Littleton (Elizabeth City Division)	<i>Vice-President</i>
Mrs. E. M. Stanley, Greensboro (Greensboro Division)	<i>Vice-President</i>
Mrs. Henry D. Ward, Lumberton (Wilmington Division)	<i>Vice-President</i>
Mrs. Rand Bryan, Garner	<i>Acting Recording Secretary</i>
Mae Grimmer, Meredith College	<i>Executive Secretary-Treasurer</i>
Mrs. W. W. Parker, Henderson } Miss Carolyn Mercer, Raleigh }	<i>Alumnae-at-large</i>
Mrs. James S. Farmer, Raleigh	<i>Commencement Speaker</i>

GENERAL INFORMATION

FOUNDATION AND PURPOSE

Meredith College, founded by the North Carolina Baptist Convention, was granted a charter in 1891, and was first opened to students in September, 1899. It was chartered as the Baptist Female University, a name changed in 1905 to the Baptist University for Women, and in 1909 to Meredith College. This last name was given in honor of Thomas Meredith, for many years a recognized leader of the Baptist denomination in North Carolina, who in 1838 presented to the Baptist State Convention a resolution urging the establishment in or near Raleigh of "a female seminary of high order that should be modeled and conducted on strictly religious principles, but that should be, so far as possible, free from sectarian influences."

The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, and for professional and other fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

The institution has had four presidents: J. C. Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939—.

RECOGNITION

Meredith College is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, and is on the approved list of the Association of American Universities. Graduates of Meredith are eligible for membership in the American Association of University Women.

Meredith College is a liberal arts member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in this catalogue are in accordance with the published regulations of the National Association of Schools of Music.

LOCATION

Because of the growth of the College, the original site in the heart of the city of Raleigh became inadequate, and in January, 1926, the insti-

tution was moved to a campus of one hundred and thirty acres—now increased to one hundred and seventy—about three miles west of the capitol. Federal highways 1 and 64 pass the southern edge of the campus. Frequent local bus service from the door of the administration building into the city makes readily accessible to students the State museum, the State and city libraries, and the churches, homes, and shops of the city. Raleigh as the capital of the State and as an educational center attracts excellent lectures, plays, and concerts, which students may easily arrange to attend.

BUILDINGS

The administration building, the four dormitories, and the dining hall—all brick fireproof structures—form a quadrangle around a court. Johnson Hall contains on the first floor administrative offices and reception rooms; on the second floor the library and rooms for the use of non-resident students; and on the third floor assembly rooms for the two literary societies. The dormitories—Jones Hall, Faircloth Hall, Vann Hall, and Stringfield Hall—are also three stories in height, each accommodating one hundred and twenty-five people. The rooms in the dormitories, planned for two students each, are arranged in suites of two with a connecting bath. Each occupant has a single bed and a closet of her own. There is a social room on each floor, a kitchenette and a pressing room in each dormitory.

East of the quadrangle are four more buildings. The first of these is the auditorium, with provision for music studios and practice rooms. Next is the science building, with lecture rooms, offices, and well-equipped laboratories for biology, business, chemistry, physics, and home economics. The third of these has classrooms and offices for the other departments. North of this group is the physical education building.

LIBRARY

The library, located on the second floor of Johnson Hall, offers adequate facilities for study, supplementary and recreational reading, and reference work. It contains 28,406 volumes and a large number of pamphlets. The books are carefully selected by the librarian and the heads of departments to meet the needs of the students. The periodical room is supplied with the leading literary, scientific, and educational magazines, and state and national newspapers.

In addition to the library at Meredith College, the State Library, the State College Library, and the Olivia Raney Library are open to students.

Through the interlibrary loan service, books may be secured from nearby university libraries.

Regulations in regard to the use of the library are included in the student handbook.

RELIGIOUS LIFE

As a distinctively Christian college, Meredith makes every effort to encourage the spiritual growth of its students. A Director of Religious Activities gives guidance and counsel to students in their organized work and in their individual problems. Each year, in February, a visiting speaker is invited to the campus to lead students in a series of services looking toward deeper spiritual thinking and experience.

All regular students are required to attend the chapel services five days each week. All resident students, except seniors, are also required to attend Sunday school and church services each Sunday morning, eight absences without excuse being allowed during the year.

HEALTH

A well-equipped infirmary under the direction of two graduate nurses and the college physician is maintained for the care of the sick and for the teaching of good health habits. Three daily office hours are observed by the nurses and emergencies are cared for at any hour. The college physician has designated office hours at the college at which time students may see her. It is the purpose of the physician and nurses to prevent illness by means of the knowledge and observance of the general laws of health. Health ratings based on a positive health program are recorded annually.

A questionnaire (blue blank) is furnished by the college on application for admission. This must be completed and mailed directly to the Dean of the College, Meredith College, Raleigh, N. C., before September 1. These blanks include statements as to the dates of vaccination against smallpox and immunization against typhoid fever, both of which are required. Immunization against typhoid fever is to be repeated every third year. Physical examinations by the Health Service and the Department of Health and Physical Education will be made during the orientation program and completed as soon as possible thereafter. All necessary ocular and dental work should be attended to before students enter or during vacations. In emergencies this work may be done by specialists in Raleigh without loss of time from classes. These appointments as well as those with other physicians and dentists must be made through the college infirmary.

RESIDENCE

Students not living at their own homes or with near relatives are required to live in the college dormitories. Stringfield Hall and Vann Hall are reserved for freshmen; the other two dormitories are open to other students. The number of resident students may not exceed five hundred.

Students should bring with them towels, sheets, pillows, pillowcases, couch covers (or counterpanes), and all other bed coverings likely to be needed. All rooms are furnished with single beds. Curtains, draperies, rugs, and pictures will make the room more attractive.

All laundry must be clearly marked with indelible ink. The laundry fee collected by the college covers the cost of flat work only. Each student may have laundered each week two sheets, two pillowcases, one counterpane, four towels, and one bureau scarf.

All dormitories will be closed during the Christmas holidays.

STUDENT ORGANIZATIONS

Student Government Association. This important organization, of which all regular students of Meredith are members, has as its purpose (1) the regulation of the life of the students for the good of all concerned, and (2) the promotion of a high sense of honor in academic work. The executive body of the Association is the Student Council, consisting of the president of the Association, the vice-president, the secretary, the treasurer, the house presidents and vice-presidents, and one representative each from the sophomore and freshman classes. An Advisory Committee, comprising the Dean of Women and four other members of the faculty, consults with the Student Council as occasion may demand. The Student Government Association holds regular meetings at the chapel period each Thursday, at which time the students have an opportunity to discuss matters of special interest to them.

Religious Organizations. The religious activities of the students are under the general direction of the Baptist Student Union, its council including the officers of auxiliary organizations and a representative of students belonging to other churches than a Baptist church. Wednesday-evening study groups and Sunday-evening vesper services afford the students opportunity for helpful thinking and working together. Enjoyable parties, to which students from the neighboring colleges are sometimes invited, are also included in the programs of the Union. For the con-

venience of Meredith students, a little store, the Bee Hive, is maintained on the college campus. The Service Band provides association for those who are interested in full-time Christian service, either at home or on the foreign field; and the Young Woman's Auxiliary has a definite denominational affiliation. All in all, the character and number of religious activities fostered on the Meredith campus are evidence of the Christian purposefulness of Meredith students.

Honor Society. The Kappa Nu Sigma Honor Society, organized in 1923, has as its special aim the promotion of scholarship at Meredith. Members are admitted on the basis of scholastic standing maintained over a period of two years or more. Each year Kappa Nu Sigma presents some distinguished speaker, who is heard by the entire college community.

Departmental Clubs. A means of cultural enrichment is offered students in the various departmental clubs at Meredith. These are the International Relations Club and the Meredith League of Women Voters, the Helen Hull Law Classical Club, the Elizabeth Avery Colton English Club, the Barber Science Club, the K. K. Art Club, the Home Economics Club, the Sociology Club, the Education Club, the Granddaughters' Club, the MacDowell Music Club, the Monogram Club, the Sigma Pi Alpha (Modern Foreign Languages), and Tomorrow's Business Women. Most of these hold monthly meetings and aim at an approach to their subjects somewhat different from the distinctly academic.

Literary Societies. Two literary societies, the Astrotekton and the Philaretian, have been in existence since the early days of the College. In addition to the presentation of programs at regular meetings, each society offers a medal for the best essay written during the academic year by one of its members.

The Silver Shield. Selection for membership in the Silver Shield, honorary leadership society of the College, is based upon Christian character, constructive leadership, and service to the College. Members are chosen from the senior and junior classes at a public "tapping" ceremony. The Silver Shield was organized in 1935.

Publications. There are three student publications at Meredith: *The Twig*, a newspaper, issued bi-weekly, in the columns of which college happenings are recorded and student opinion expressed; *The Acorn*, a literary journal published six times during the college year; and *Oak Leaves*, the college yearbook.

The Choir and the Glee Club. The Meredith Choir and the Meredith Glee Club, directed by members of the music faculty, give students who belong to them valuable training. These groups appear in concert at stated intervals throughout the college year.

The Little Theater. The Meredith College Little Theater provides for students who are interested in dramatics both the opportunity to appear in plays and practical experience in play production. Several plays are presented during the winter. A chapter of Alpha Psi Omega, national honorary dramatic fraternity, gives special recognition to members of The Little Theater who excel in its activities.

The Athletic Association. The Athletic Association cooperates with the Department of Health and Physical Education in planning a wide range of recreational activities. Archery, badminton, basketball, field hockey, golf, softball, volley ball, and tennis are among the activities offered.

Early in the fall semester, the Department of Health and Physical Education sponsors annually a unique event, Palio, in which the four classes of the College compete. The competition continues in the presentation of an original dramatic production by each class on Stunt Night.

GENERAL FEES FOR EACH SEMESTER

Resident Students:

Tuition: Instruction, library, lectures and recitals,	
academic administration	\$ 80.00
Residence: room and board, laundry, infirmary service,	
maintenance	165.00

Non-resident Students:

Tuition (as above)	80.00
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SPECIAL FEES FOR EACH SEMESTER

Applied Music (two half-hour lessons a week):

Piano, organ	\$37.50 or 45.00 or 55.00
Violin, voice	45.00 or 55.00
Use of piano, one hour daily	4.50
For each additional hour	2.25
Use of organ, one hour daily	15.00 to 25.00
Use of practice room, without piano, one hour daily	3.00
For each additional hour	1.50

Art:

Art 1-2, 21-22, 91, 91 s	\$ 10.00
Art 53-54, 65, 66	5.00
Art 31, 71, 72, 98	2.50
Laboratory fee for each course, unless otherwise specified	5.00
Cooking laboratory fee	7.50
Sewing laboratory fee	1.00
Choir fee (for the year)	1.00
Glee Club (for the year)	1.00
Business 31-32, 84	5.00
Business 73, 74, 81	2.00
Home Economics 93, 94	10.00
Education 95, 96	15.00
Horseback Riding	25.00
Golf	5.00
Course fee, for special students, for each credit hour	6.00

OTHER SPECIAL FEES

Student budget fee for the year (payable to Student Government Association)	\$ 10.50
Extra charge for single room, each semester	25.00
Late registration	2.00
Special examination	2.00
Transcript of academic record (after first copy)	1.00
Gymnasium Costume (approximate cost of all items)	9.10
Graduation fee, including diploma	5.00

TERMS OF PAYMENT

On registration, at the beginning of the semester:

¹ Resident students	\$120.00
Non-resident students	40.00

On November 17 and March 6, the balance of the amount for the semester.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the College and its patrons. Neither the President nor the Bursar is expected to modify these regulations without specific authorization from the board of Trustees.

¹ The \$10 room deposit reduces the September payment to \$110.

In view of the prevailing uncertainty as to cost of labor and materials, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make it necessary. Patrons will be given advance notice of any change to be made.

A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the Bursar. Under no circumstances will a student be allowed to take semester examinations or receive a transcript of her record until her account has been paid in full.

The \$10 room deposit paid by a prospective student will be refunded if requested by August 15; after this date it will be forfeited to the College.

A deduction of ten per cent is allowed where two or more students come from the same family.

A regular college student whose father is an active ordained minister or full-time religious worker is allowed a concession of \$75 on her expenses for the year; if her father is actively engaged in mission work, at home or abroad, she is allowed a concession of \$150 for the year.

Students are not required to make a breakage deposit to cover unjustifiable damage to college property, but for such damage they will be expected to pay.

The student budget fee of \$10.50 for the year is required of all regular students. This fee takes care of a student's obligations to the several student organizations, and includes subscriptions to the three student publications. This amount is due in September.

Resident students are not charged for the ordinary services of the College physician and nurses, and for the use of the infirmary. For additional service in case of serious or prolonged illness, and for all special medical prescriptions, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund will be made for the quarter of the year in which she leaves. Proportionate refund may be allowed on residence charges if a student is continuously absent for at least four weeks because of illness or other unavoidable circumstances.

SCHOLARSHIPS, LOAN FUNDS, SELF-HELP

Endowed Scholarships. Friends of the College have established endowment funds for scholarship aid, the principal of which amounts to \$36,250. These funds provide for nineteen scholarships, as indicated below. In

some cases the donors have made specific restrictions affecting the award of the scholarships, but students interested may write the President of the College. Value, \$100 to \$120.

The E. F. Aydlett Scholarships (three)
 The J. T. J. Battle Scholarships (four)
 The K. M. Biggs Scholarship
 The Z. M. Caveness Scholarship
 The Mrs. and Mrs. John E. Efird Scholarships (two)
 The Myrtle Hart Farmer Scholarship
 The Fuller B. Hamrick Scholarship
 The Moses S. Jones Scholarship
 The Mrs. Sallie Bailey Jones Scholarship
 The Mr. and Mrs. W. H. Matthews Scholarship
 The J. H. Moore Scholarship
 The W. W. Parker Scholarship
 The W. A. Thomas Scholarship

Freshman Scholarships. The Board of Trustees authorizes the award of forty scholarships, valued at \$100 each, to resident members of the incoming freshman class. These awards will be based on outstanding scholastic achievement and promise, qualities of social leadership, and financial need. Applications and supporting credentials should be submitted to the President of the College by June 15.

Alumnae Scholarships. Local chapters of the Meredith College Alumnae Association provide for the award of ten \$100 scholarships annually. Students interested should write Miss Mae Grimmer, Secretary, Meredith College.

College Loan Funds. Earnings from the funds listed below are available for loan purposes to students in residence. Inquiries should be addressed to Mr. Zeno Martin, Bursar, Meredith College.

The Elizabeth Avery Colton Loan Fund
 The Louis M. Curtis Loan Fund
 The Mabel L. Haynes Loan Fund
 The John M. W. Hicks Loan Fund
 The Henrietta S. Jarman Loan Fund
 The Helen Josephine Neal Loan Fund
 The William H. Reddish Loan Fund

The Ida Poteat Loan Fund. This fund has been provided for juniors and seniors through the alumnae of the College. Application blanks will be furnished upon request addressed to Miss Mae Grimmer, Secretary, Meredith College.

Self-Help. Many students needing financial assistance reduce their expenses by part-time employment in the dining room, in the library, and in various offices and academic departments of the college. Compensation varies with the character and amount of service rendered, but usually ranges from \$50 to \$125 for the year. Initial correspondence may be addressed to the President or Bursar. Available appointments will be made on the basis of apparent ability and need.

SUMMER SESSION, 1945

During the summer of 1945 the College will operate a nine-week term beginning June 11 and ending August 11. Admission to the summer session is on the same basis as in the regular year. Graduates of accredited high schools who are planning to enter college in September may begin their regular courses here in June. Attendance at the summer session will enable a student to complete her work in less than the usual time. In three years and three summer sessions, a student should be able to complete the regular four-year course. The maximum amount of credit is nine semester hours for the summer session (i.e., three hours each for three courses meeting daily).

Regular academic courses will be available in the usual fields of instruction, including music. Private lessons can be arranged in this field.

Full information about the summer session may be obtained by writing to the Dean of the College.

ADMISSION

Students may be admitted to Meredith College as candidates for the degree of Bachelor of Arts either as members of the freshman class or as students with advanced standing from other colleges. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained in this institution. Prospective freshmen must have at least a C average and should rank above average attainment in their secondary school work. Communications with regard to entrance should be addressed to the Dean of the College, who, upon request, will send blanks for the following information:

1. An application for admission, endorsed by parent or guardian.
2. A certified academic record, together with a recommendation for admission from the appropriate school official.
3. A physician's certificate.

These data must be approved by the Dean of the College before a candidate can be officially accepted.

METHODS OF ADMISSION

By Certificate. Graduates of secondary schools holding membership in the Southern Association of Colleges and Secondary Schools, or in other regional associations of related standing, or of secondary schools fully accredited by their State Department of Education, will be admitted on certificate from their high school principal.

By Examination. Applicants who present units for admission from schools not accredited will be required to pass entrance examinations on certain basic subjects, the scope and character of which will be determined by the Dean of the College. Students who have creditably passed the college entrance examination given by the State Department of Education during the war emergency may be considered as eligible for admission.

ENTRANCE UNITS

For admission to the freshman class students must offer fifteen units of credit. A unit represents a year's study of a subject in a secondary school, and is estimated to be equivalent to one-fourth of a full year's work.

The student shall present for entrance a minimum of fifteen units, twelve of which must be in these subjects: English, foreign language, history and social studies, and mathematics and natural science. There must be four units in English. Graduates from a three-year senior high school are expected to offer twelve units for entrance.

ADVANCED STANDING

A student applying for advanced standing or for acceptance of credit from another college must present the following information: (a) a certificate of honorable dismissal from the institution last attended; (b) an official transcript of her record at that institution, together with a catalogue describing the courses for which credit is requested; (c) details of the units offered for college entrance and the name of the high school from which the entrance units were received. In general, the scholastic records of such students must be equivalent to those required for the retention of Meredith College students.

At least two weeks before the opening of the session, all of the above information should be sent to Meredith College by the institution last attended. Students who have completed two years of college work should indicate the major and other subjects which they expect to pursue. Students entering from other colleges with fewer quality points than semester hours of credit must make up the deficiency at Meredith College.

When the candidate comes from a college belonging to the Southern Association of Colleges and Secondary Schools, or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith College.

Candidates from other colleges will be given provisional credits which must be validated by success in work undertaken at Meredith College, or by examinations. In order to validate the provisional credit allowed a student from a non-accredited institution, other than by examination, she must make a minimum of twenty-four semester hours and twenty-four quality points during her first two semesters at Meredith. A student who fails to reach this standard will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from a junior college is sixty-two semester hours, with four additional hours allowable in physical education. Not more than thirty-two semester hours, with two additional hours allowable in physical education, will be accredited for the work of one year in a junior college.

SPECIAL STUDENTS

A student of mature age who gives evidence of a serious purpose and who is otherwise properly qualified is allowed to enter a special course without fulfilling the entrance requirements. All such courses must be approved by the Dean and the instructor concerned, but will not receive college credit.

RE-ADMISSION OF FORMER STUDENTS

A student desiring to return to the college after an absence of more than a year should apply to the Dean for re-admission. Official transcripts of record at all other institutions should be submitted, together with a statement of honorable dismissal. Such a student will comply with the requirements either of the catalogue under which she is re-admitted, or of a subsequent catalogue.

ORIENTATION-REGISTRATION

All students, upon arrival in the city, should report and enroll promptly at the office of the Dean of Women. Dormitories will be open to receive freshmen and transfer students at 9:00 a. m. on Monday, September 17. New resident students should arrive on that date, as the registration and orientation program begins at 1:00 p. m. on Monday, September 17. Returning students should arrive in time to complete their registration by 3:00 p. m. on Thursday, September 20. All students who fail to complete registration on the date specified must pay a special fee of two dollars.

All freshmen and all transfer students are expected to take part in the special program arranged for Monday, Tuesday, and Wednesday of the opening week. Included in this program will be a physical examination, instruction in the use of the library, social activities, psychological tests, English placement tests, registration, and talks on various phases of college life.

ACADEMIC REGULATIONS

GENERAL REQUIREMENTS FOR DEGREES

Meredith College confers two degrees, that of Bachelor of Arts and that of Bachelor of Music. To be eligible for a degree, a student must meet the academic requirements for the degree and must be a person of unquestionably good character.

The requirements for these degrees are based on the general principle of a broad distribution of studies among the representative fields of human culture and a concentration of studies within a special field. The object of distribution is to give the student a general view of our cultural heritage and to broaden her outlook. The object of concentration is to aid the student in acquiring comprehensive knowledge and systematic training in a particular field of scholarly achievement.

A candidate for the degree of Bachelor of Arts must complete, with an average grade of C¹ or higher, one hundred and twenty-six semester hours of work. Each semester hour of credit is supposed to represent for the average student three hours of academic work a week, including preparation and classes.

A minimum of one full year in residence at Meredith College and the completion with an average of C of thirty semester hours of work approved for seniors will be required of every candidate for the degree of Bachelor of Arts.²

Every candidate for the degree, unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools or by an association of related rank, must have attended Meredith College for at least two years. The last thirty semester hours must be taken at Meredith College, except that not more than six semester hours may be taken at another institution of approved standing. In the last year's work the student must maintain an average of C.

A student who completes in a summer session the work required by the College for the Bachelor's degree will be granted the degree at the end of that session.

¹ An average of C means that a student must earn at least as many quality points as semester hours of credit.

² A certain quality grade is required for graduation and, for the purpose of determining this quality grade, numerical values called points are given to the grade letters as follows: for grade A, three points for each semester hour of credit for the course in which the grade is received; for grade B, two points; for grade C, one point; for grade D, no points; for grade F, no points and no credit.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

To be recommended for the degree of Bachelor of Arts, a candidate must have completed the requirements, including those of a field of concentration, stated below. All course requirements listed in the prescribed group should be met by the end of the junior year.

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

I. PRESCRIBED COURSES

	Semester Hours
<i>Art or Music.</i> ¹ Art 31 or Music 26 or 1-2.....	3
<i>English.</i> English 1-2, 21-22.....	12
<i>Foreign Language</i> ¹	6-18
<i>Social Studies</i> ¹	12
Twelve hours to be selected from these courses: Economics 21, 22; Geography 21, 22; Government 21, 22; History 1-2; Sociology 21, 22. Majors in home economics may substitute Sociology 92 for Sociology 22.	
<i>Mathematics and Natural Sciences</i> ¹	12
Biology 1-2; Chemistry 1-2; Mathematics 1, 2; Mathematics 3, 4; Physics 1-2; Psychology 21, 22. Majors in home economics may substitute Biology 24 for Biology 2.	
<i>Religion.</i> Religion 1-2 or 21, 22.....	6
<i>Health Education.</i> ¹ Health Education 1-2.....	2
<i>Physical Education.</i> ¹ Physical Education, through 52.....	6
	59-71

¹ Students majoring in art or music will be excused from this requirement. Those majoring in elementary education may substitute Music 55-56 or Art 53-54; those majoring in home economics may substitute Art 61 or 62.

¹ A student who has had no foreign language will be required to take three years of one foreign language or two years in each of two foreign languages. A student who has two units in one foreign language can complete the requirement by taking twelve semester hours in any foreign language. A student who has two units in each of two foreign languages can complete the requirement by taking six semester hours in one of these languages. A student who has four units in one language can complete the requirement by taking six semester hours in that language.

¹ A student who does not offer two units in history must take History 1-2.

¹ A student must take six semester hours in biology or chemistry or physics. Not more than six hours in one subject may be taken to meet the requirement in natural sciences.

¹ Students transferring to Meredith College as juniors or seniors will be excused from this requirement.

¹ In these courses credit toward graduation is limited to six hours. Only one course will be required for each semester of residence. Students taking Physical Education 86 will be excused from the required course for that semester.

II. FIELD OF CONCENTRATION

A field of concentration, consisting of forty-two semester hours distributed as follows: eighteen to twenty-four semester hours in a major department and twenty-four to eighteen semester hours in one or two other related departments, with a minimum of six semester hours in a department. The field of concentration may not include any courses open primarily to freshmen, except that a maximum of six semester hours of freshman work may be taken as related work in a field of concentration where biology or chemistry is the major subject. Required courses not open primarily to freshmen may count as a part of the field of concentration.

Concentration in a field of study is intended to be more than a series of unrelated courses listed in the catalogue under several departments. The work required of each student in a field of concentration should be planned by the major department as a unified, coherent whole, consisting of closely related courses. The requirements of a departmental major in a field of concentration are listed under each department.

The forty-two semester hours of work in a field of concentration must be completed with an average grade of C, or higher.

Not later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts shall select a departmental major. When this selection has been approved by the department concerned, the head of that department becomes the adviser of the student in her field of concentration. The program of studies arranged by the head of the department and the student for the student's field of concentration must receive the final approval of the Dean.

The major must be selected from the following list of subjects:

Ancient languages—Latin	English
Art	History
Biology	Home economics
Business	Mathematics
Chemistry	Modern languages—French, Spanish
Education	Music
Grade school	Psychology and Philosophy
High school	Religion
	Sociology

III. GENERAL ELECTIVES

Additional courses sufficient to make a total of 126 semester hours.

REQUIREMENTS FOR THE BACHELOR OF MUSIC DEGREE

The degree of Bachelor of Music will be granted to students who already hold the degree of Bachelor of Arts or Bachelor of Science and meet the requirements as stated on page 61 of the catalogue. One additional year of study confined exclusively to music will usually be necessary to secure this degree.

REGULATIONS CONCERNING COURSES

Registration and Withdrawal. As every student schedule must be approved by the Dean, a student may enter or withdraw from a course only on his authority.

A student who may be permitted by the Dean to drop a course after the first six weeks of a semester will receive an F grade on the course if that grade represents the quality of work done for the period.

Amount of Work. No student is permitted to take less than fourteen semester hours of classwork a week without permission of the Dean, except that under the following conditions students may register for only twelve hours: seniors enrolled for the course in supervised teaching; a music major with a recital to prepare; a student in poor health or one engaged in outside work that demands much of her time.

No student may register for more than seventeen hours if she failed to make an average grade above C for the preceding semester.

The maximum number of hours allowed during any semester is nineteen.

Prescribed Courses. Prescribed courses take precedence over elective courses in the schedule of work for a semester.

During her freshman and sophomore years a student may not take concurrently two courses in the same department without the permission of the Dean.

Students who do not complete the foreign language requirement in the freshman year must continue the study until the requirement is met.

Credit in Music. A maximum of twenty-four semester hours in music may be counted by students not majoring in music as elective credits towards the Bachelor of Arts degree. For all credit in applied music, students must offer an equal amount of credit in theoretical music with grades of C, or better.

A maximum credit of four semester hours is allowed all students in ensemble courses—choir, glee club, orchestra—with a two-hour maximum in each course. This credit need not be substantiated by work in theoretical music.

Maximum Credit in a Department. The maximum amount of work that a student may take in any one department, other than the department of music, is thirty-six hours. Students majoring in music may take a maximum of sixty semester hours from the various subdivisions of that department.

Restricted Credit for Juniors and Seniors. A junior may not receive more than six semester hours of credit in courses primarily for freshmen.

A senior may not receive credit in a course primarily for freshmen, if that work is taken to satisfy one of the course requirements for a degree. Upon the recommendation of the departmental head and the approval of the Dean, a student may receive half credit in an elective course primarily for freshmen.

Any deficiency in the number of prescribed hours resulting from the reduction of credit may be satisfied by substituting an equal number of hours of free elective credit.

Correspondence Credit. A maximum credit of six semester hours may be allowed for correspondence courses (with a grade of C or higher) after written permission has been obtained from the Dean.

Deficiency in English. The Department of English may require special work in composition of a student who submits to any department a paper containing gross errors in English composition.

Final Work for a Degree. Not more than six semester hours may be taken in another institution of approved standing as the final work necessary for graduation, except in the case of four-hour courses, in which case eight hours of credit will be allowed. Such courses must be of senior grade, and must be approved in advance by the Dean.

RETENTION OF STUDENTS

Freshmen must pass three semester hours in order to continue into the second semester; others must pass six semester hours.

In order to continue or return, a student must pass in the first year a minimum of fifteen semester hours; in the second, eighteen; in the third, twenty.

A student who does not meet these minimum requirements will be dropped from the College for one semester, after which she may apply for re-admission.

The College reserves the right to exclude at any time a student whose academic standing or conduct it regards as undesirable, without the necessity of preferring specific charges against her.

THE FRESHMAN YEAR

Regularly, a freshman will register for the following courses: English 1-2; Religion 1-2; Health Education 1-2; Physical Education 1-2; a foreign language; a course in the social studies; a course in mathematics or natural sciences. Some variation from this schedule may be necessary for students planning to major in art or home economics or music.

The seventeen hours normally to be taken each semester should be chosen from the following courses:

Art 1-2	Home Economics 1-2
Biology 1-2	Latin 1-2; 21-22; 31-32
Chemistry 1-2	Mathematics 1, 2; 3, 4
English 1-2	Music (See Department)
French 1-2; 21-22	Physical Education 1-2
German 1-2; 21-22	Physics 1-2
Health Education 1-2	Religion 1-2
History 1-2	Spanish 1-2, 21-22

CLASS ATTENDANCE

Students must be regular and prompt in their attendance at all classes, conferences, and other academic appointments. They must accept full responsibility for any announcements or assignments missed because of absence. Such absences, even when permitted, tend to lower a student's standing in courses; if they are unexcused, penalties are attached.

As many absences will be allowed during a semester as there are credit hours for the course. This ruling includes absences from classes, private lessons in music, and laboratory periods. This number will ordinarily suffice for absences due to illness as well as to other causes.

Absences from class at the last session before or the first session after a holiday (except for sickness in the college infirmary, or off the campus with a statement from a physician, parent, or guardian) will be counted as two absences.

Absences because of illness—in the infirmary, or off the campus with a statement from a physician, parent, or guardian—will be counted as one-third of an absence.

Absences requested by college authorities must be referred in advance to a committee on absences.

Absences beyond the number allowed will be classified as unexcused, and one quality point or fraction thereof will be deducted from the total number of quality points for the semester for each absence or fractional absence unexcused.

Two absences will be allowed each semester in choir, glee club, and orchestra. For each absence in excess of two, one-third of a quality point will be deducted.

Students registered in Education 95 or 96 are granted two full days of absence from regular college classes, beyond those provided for above.

Students on the Dean's List are granted optional class attendance, except at the last session of a class before or the first session after a holiday. For each class absence on either of these days (except for sickness in the college infirmary, or off the campus with a statement from a physician, parent, or guardian), one quality point will be deducted from the total number of quality points earned that semester.

GRADING SYSTEM

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. The grade of scholarship is reported in letters: A, B, C, and D indicate passing grades; F indicates failure. A grade of I indicates that the student's work is incomplete. If an I is not completed during the next semester, it automatically becomes an F.

QUALITY POINTS

The College requires that a student maintain a minimum scholastic average, above the lowest passing grade, in the courses offered towards the degree. This average is determined by the quality points to which her course grades entitle her. Each semester hour with a grade of A give three quality points; B, two; C, one.¹ A candidate for graduation must maintain a general scholastic average of C, or a credit ratio of 1.0 for her entire course.

¹ Except when deduction is made because of absences.

DEAN'S LIST

At the end of each semester there is published a Dean's List of students who have attained high scholastic standing. Included in this list are names of all students taking twelve or more semester hours who have made a number of quality points equal to twice the number of semester hours taken plus three.

All students whose names are on the Dean's List are granted optional class attendance except at the last session before or the first session after a holiday.

A student may be removed by the Dean from this list during the semester if her conduct or grades are such as to make removal advisable.

GRADUATION WITH DISTINCTION

The degree of Bachelor of Arts with distinction is conferred upon a student under the following conditions:

- (1) A student must have been in residence at Meredith College at least two years and must have earned a minimum of sixty semester hours.
- (2) For the purpose of computing the standing of a student all semester hours taken at Meredith College are counted.
- (3) Those whose average is two and two-tenths quality points per semester hour are graduated *cum laude*; those whose average is two and seven-tenths quality points per semester hour are graduated *magna cum laude*; those whose average is two and nine-tenths quality points per semester hour are graduated *summa cum laude*.

No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

CLASSIFICATION

Students are classified at the beginning of each semester. To be classified as a sophomore, a student must have twenty-five semester hours of credit and eighteen quality points; to be classified as a junior, sixty hours of credit and fifty-four quality points; to be classified as a senior, ninety-two hours of credit and ninety quality points.

EXAMINATIONS AND REPORTS

Final examinations are held in all courses at the end of each semester. No credit should be expected for a course if the examination is not taken as scheduled, unless another date is authorized by the Dean and the instructor concerned. A special fee will be charged for individual examinations thus allowed.

Seniors have examinations at the same time as other students, except that seniors who have examinations on the last Thursday and Friday of the second semester will take them on the preceding Friday and Saturday.

At the end of each semester a report is sent to the parent or guardian of a student, showing her grade of scholarship and absences from classes and other college duties. At the end of each six weeks a report is sent if a student's work is unsatisfactory.

SUMMER SESSION CREDITS

A student should have the announcement of the summer session that she is to attend, and should secure in advance the written approval of the appropriate heads of departments for the courses she plans to take. After consultation with her adviser the student must submit the names and outlines of the courses to the Dean. The maximum credit allowed for a summer term is on the basis of one semester hour per week.

VOCATIONAL COURSES

In accordance with the student's statement of her own aims and interests as indicated on her Vocational Guidance Record, she consults with a specialist in her chosen field after she has had a conference with a member of the Vocational Information Committee.

Attention is called to the fact that this institution offers certain phases of vocational education on the college level and not in competition with the purely professional and vocational schools. Students may enter, among others, the following fields:

1. Business
2. Graduate Study
3. Medical Technology and Nursing
4. Religion
5. Social Welfare
6. Teaching
 - a. Grades
 - b. High School

The College offers courses of instruction leading to a degree in Business. *This course is not open to freshmen.* This training qualifies students to hold positions in the business world. Courses in shorthand and type-writing are also available (without credit) to prospective librarians, religious and social workers, and teachers.

Students planning to enter professional schools or to do graduate work after leaving Meredith should secure advance information about the requirements which they must satisfy. The Dean of the College will be glad to assist the individual student, in keeping with the degree requirements of this institution, to plan her course of study with these aims in view.

In the natural sciences, fully accredited pre-professional courses are offered for laboratory technicians, nurses, and students of medicine.

The Department of Religion trains teachers of Bible and personnel for association and local church work.

Because of the increasing demand for various types of trained social workers, the curriculum has been expanded to include all prerequisites for professional training at accredited schools of social work.

The College regards its program of teacher education not merely as a particular duty of the Department of Education, but rather as a function of the whole institution.

WITHDRAWAL

Official withdrawal of resident students is made in the office of the Dean of Women. Withdrawal of non-resident students is made in the office of the Dean of the College.

Failure to make official withdrawal forfeits the right of honorable dismissal.

COURSES OF INSTRUCTION

A course with an odd number is given the first semester; a course with an even number, the second semester. If an S follows the odd number, the course is repeated in the second semester; if an F follows the even number, the course is also offered in the first semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed; if the numbers are separated by a comma, proportionate credit is allowed for the work of either semester.

A course numbered below 20 is for freshmen; from 21 to 49, for sophomores; from 51 to 89, for juniors and seniors; above 90, for seniors only, except by special permission.

The number in parentheses following the title of a course indicates the semester hours of credit allowed.

Brackets enclosing the number and title of a course indicate that the course is not given in 1945-1946.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of five students.

ANCIENT LANGUAGES

HELEN PRICE, *Professor*

LATIN

Requirements for a major: twenty-four semester hours, including Latin 21-22; 31-32; either 51, 52 or 53, 54; and six additional hours from any other courses in ancient languages.

1-2. *Elementary Latin (6).*

Open to students who offer less than two units for entrance. MISS PRICE

21-22. *Review of Grammar and Reading of Virgil's Aeneid (6).*

Prerequisite: Two units of Latin for entrance or Latin 1-2. MISS PRICE

31-32. *Selections from Latin Prose and Poetry (6).*

Prerequisite: Four units of Latin for entrance or Latin 21-22. Special study of Livy and Horace. Prose Composition. MISS PRICE

[51. *Roman Comedy (3).*]

MISS PRICE

[52. *Latin Prose (3).*]

The letters of Cicero and Pliny, the *Catiline* of Sallust, the *Agricola* of Tacitus. MISS PRICE

[53. *Roman Satire and Other Poetry of the Empire* (3).]

MISS PRICE

[54. *Virgil: Georgics, Eclogues, and Aeneid, VII-XII* (3).]

MISS PRICE

GREEK

[21-22. *Elementary Greek* (6).]

MISS PRICE

51-52. *Homer's Iliad; Plato's Apology; New Testament* (6).

Prerequisite: Greek 21-22.

MISS PRICE

ART

CLAYTON HENRY CHARLES, *Associate Professor*¹

KAY IRWIN, *Acting Associate Professor*

JOHN LAMAR REMBERT, *Instructor*

Requirements for a major: courses 1-2; 21, 22, 71, 72, 98, and advanced courses to total twenty-four hours. Course 1-2 does not count toward the major.

Students planning to teach in the elementary grades are required to take Art 53-54 in addition to the courses listed above.

1-2. *Beginning Drawing and Composition* (6).

Two lectures and four studio hours a week.

A beginning course to introduce the student to the basic problems of drawing and composition. The student becomes acquainted with different drawing materials such as ink, wash, charcoal, conte crayon, and painting in watercolor and poster paint. Emphasis is placed on the development of the individual's own creative ability.

MISS IRWIN

21, 22. *Creative Design* (6).

Six studio hours a week.

A course to develop the student's creative ability in design, with practical interpretations as they affect the problems of designing textiles, costumes, fabrics, industrial problems, and home furnishings.

MR. REMBERT

31, 31S. *Art Appreciation* (3).

A course adapted to the needs of the general college student who wishes to develop her interest in art. Emphasis is placed on contemporary art problems with which she must deal. Not open to majors.

MISS IRWIN

42. *Theatre Arts* (3).

This course is intended to develop the student's visual appreciation and to give her a working knowledge of art techniques in the theatre through study of stage design and its application through laboratory work in theatre planning. (Students may gain experience by working with the Little Theatre and College Theatre associates.)

MR. REMBERT

47, 48. *Painting* (6).

Six studio hours a week.

Prerequisite: Art 1-2.

Studio practice in media such as watercolor, oil, poster paint, casein paint and tempera. Besides painting from still life, landscape, and the model, the course offers

¹ On leave.

problems in creative painting and an opportunity for each student to develop her own particular interests. MISS IRWIN

53-54. *Art Education and Industrial Arts* (6).

Two lectures and four studio hours a week.

A study of the aims of art in the elementary school and its place in the integral program; practice drawing and industrial art problems together with the selection and preparation of illustrative material to meet the needs of children of different grade levels. (Planned to meet the State requirement in art for certification in the elementary schools.) MR. REMBERT

55. *Figure Drawing* (2).

Four studio hours a week.

This course enables a student to develop her drawing skill, using the figure as a model. Various drawing media are used. Emphasis is placed on composing groups of figures as well as single figures. MR. REMBERT

61, 62. *Interior Decoration* (6).

Six studio hours a week.

A course to acquaint the student with both historical and contemporary problems of home furnishing and decoration. Work includes making models of houses, apartments, and restaurants, as well as designing specific items such as chairs, tables, drapery, and rugs. MR. REMBERT

65, 66. *Commercial Art* (4).

Four studio hours a week.

A course for the student interested in the application and use of art materials to the problems of the commercial artist. Newspaper layout, posters, fashion illustration, store interior, and window display are some of the material covered. MISS IRWIN

71. *Art of the Renaissance* (3).

The Renaissance movement in Italy and the Netherlands as seen in their architecture, painting, and sculpture; its development and influence upon contemporary art forms. MR. REMBERT

72. *Modern Art* (3).

A study of significant movements in the fields of painting, sculpture, and architecture in Europe and the United States from the French Revolution to the present day. MR. REMBERT

91, 91S. *Studio Problems* (3).

A course designed to permit advanced practice and research by art majors in their fields of special interest. Painting, sculpture, design, interior decoration, or materials and methods of teaching art are suggested fields of study. These courses must be scheduled by special arrangement with the department head. MISS IRWIN

98. *Seminar* (1).

A study and review group meeting with the staff to consider current problems, advanced techniques, teaching methods, and other problems related to art.

Required of all majors in their senior year. Preparation for the exhibition required of all senior majors is made in this class. MISS IRWIN

BIOLOGY

JOHN A. YARBROUGH, *Professor*CAROL CLARK, *Instructor*

Requirements for a major: 21, 51, and ten to sixteen semester hours elected from other courses in the department.

1-2. *General Biology* (6).

Biology 1 is required of majors in home economics. Elective for others. Two lectures, one conference and two laboratory hours a week.

A course presenting the most important biological facts and principles, and so relating them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the role of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, and the structure and functions of vertebrates with special reference to man constitutes the work of the first semester. During the second semester a study of typical animal and plant forms is made as an introduction to these two kingdoms.

STAFF

21. *Botany* (4).

Prerequisite: Biology 1-2. Two lectures and six laboratory or field-trip hours a week.

A study of the morphological and physiological aspects of the seed plants followed by a survey of the major groups of the plant kingdom.

MR. YARBROUGH

22. *Plant Taxonomy* (3).

Prerequisite: Biology 1-2. One lecture and six laboratory or field-trip hours a week.

A study of the external morphology, identification, classification, and distribution of the seed plants in the vicinity.

MR. YARBROUGH

24. *Bacteriology* (3).

Required of home economics majors. Elective for others. Prerequisite: Biology 1 and Chemistry 1-2 or their equivalents. One lecture and six laboratory hours a week.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation.

MR. YARBROUGH

[42. *Invertebrate Zoology* (4).]

Prerequisite: Biology 1-2. Two lectures and six laboratory hours a week.

A course dealing with the morphology, physiology, life history and economic importance of a series of invertebrate animals. Particular emphasis is given to the study of animal parasites and the insects.

MRS. CLARK

[51. *Comparative Vertebrate Anatomy* (4).]

Prerequisite: Biology 1-2. Two lectures and six laboratory hours a week.

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals to be dissected in the laboratory. MRS. CLARK

53. *Human Physiology* (3).

Prerequisite: Biology 1-2, Chemistry 1-2. Especially adapted to students preparing to study medicine or nursing, or to become technicians. Two lectures and three laboratory hours a week.

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other mammals, and simple experiments. MRS. CLARK

54. *Histology* (3).

Prerequisite: Biology 1-2 and Chemistry 1-2. Especially adapted to students preparing to study medicine or nursing, or to become technicians. One lecture and six laboratory hours a week.

The first half of the course is devoted to slide preparation, employing plant and animal tissues. The paraffin method is emphasized, with some attention to the celloidin and freezing techniques. The second half consists of a careful microscopic analysis of the common animal tissues. MR. YARBROUGH

55. *Genetics* (3).

Prerequisite: Biology 1-2 or its equivalent. Three lecture hours a week.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in the discussions. MRS. CLARK

56. *Vertebrate Embryology* (4).

Prerequisite: Biology 1-2. Two lectures and six laboratory hours a week.

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Especial emphasis placed on the chick and pig in laboratory, and outside readings to show comparative stages in other vertebrates. MRS. CLARK

59. *Plant Anatomy* (3).

Prerequisite: Biology 1-2 and 21. One lecture and six laboratory hours a week.

A study of cellular units of seed plants, including both woody and herbaceous types. MR. YARBROUGH

86. *The Teaching of Science* (3).

Open to juniors and seniors taking a major in biology or chemistry. One lecture and six laboratory hours a week. A study of the materials and the methods used in teaching the sciences in high school. MRS. CLARK, MISS KRAMER

BUSINESS

ESTELLE L. POPHAM, *Associate Professor*MABEL EVA ELLIS, *Instructor*

Students whose field of concentration has business for its major subject will take a minimum of twenty-four semester hours of work in business exclusive of, or in addition to, courses 31-32 and 85. For the requirements in a related field such students will take Economics 21, 22, and 63 and additional courses, upon the advice of the head of the department, to make a total of forty-two semester hours for the field of concentration.

Credit for Business 31-32 and 53-54 is restricted to majors in the Department of Business.

Since Business 31-32, 53-54, and 73, 74 are skill subjects, they meet five days weekly, with shorter assignments than are found in other cases. *Courses in this department are not open to freshmen.*

31-32. *Typewriting* (6).

Development of the ability to typewrite at the rate of at least fifty words a minute on letters, articles, and similar material.

MISS ELLIS

53-54. *Elementary Shorthand* (6).

Basic theory of Gregg shorthand, with sufficient writing practice to develop a speed of approximately one hundred words a minute on practice material of simple vocabulary.

MISS ELLIS

61, 62. *Accounting* (6).

Accounting for single proprietorships, partnerships, and corporations; classification of accounts; analysis of financial statements; payroll and tax problems.

MISS ELLIS

63. *Business Communication and Reports* (3).

Effective written and oral communication in business; composition of adjustment, credit, collection, and sales letters; preparation of advertising copy and business reports.

MISS POPHAM

73, 74. *Advanced Shorthand* (6).

Intensive review of Gregg shorthand theory; development of ability to take dictation at not less than 120 words a minute and to transcribe notes at approximately forty words a minute.

MISS POPHAM

75, 76. *Retail Distribution* (6).

A general study is made of the history, policies, and methods of retail distribution. Emphasis is placed upon important problems in store operation dealing with organization and operating activities, control practices, personnel management, merchandising and sales promotion. Considerable attention is given to retailing principles as they apply to the smaller organizations. Field trips and case problems constitute a necessary part of the course.

MISS ELLIS

81. *Statistical Methods* (3).

Theory and practice in the collection and interpretation of statistical data; operation of calculators and other statistical machines. Methods are illustrated with data from the fields of business, sociology, and education. MISS POPHAM

82. *Business Law* (3).

An introduction to legal problems involved in contracts, sales, property, negotiable instruments, bailments, insurance, employment, torts, and bankruptcy. MISS POPHAM

84. *Office Management and Practice* (3).

Problems involved in planning and directing business and professional offices; personnel relations and duties; selection and proper use of office supplies and equipment; methods of filing; operation of dictaphone, duplicating machines, and calculators. MISS POPHAM

85. *The Teaching of Business* (3).

Aims, objectives, methods, techniques, and materials for teaching business in secondary schools and in specialized vocational schools. MISS POPHAM

92. *Work Experience* (3).

Supervised experience in actual business concerns two or three afternoons weekly. Conferences and remedial program for correction of deficiencies.

For senior majors in business, second semester of the senior year. MISS POPHAM

CHEMISTRY AND PHYSICS

MARY ELIZABETH YARBROUGH, *Professor*

MARGARET KRAMER, *Assistant Professor*¹

HELEN JO COLLINS, *Acting Instructor*

MINNIE CALDWELL HARRIS, *Acting Instructor*

Requirements for a major in Chemistry: Twenty-four semester hours from courses in chemistry exclusive of 86.

CHEMISTRY

1-2. *General Chemistry* (6).

Two class hours, one conference, and one three-hour laboratory period a week.

A study of the occurrence, preparation and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon practical application of the science to daily life. STAFF

21, 22. *Organic Chemistry* (6).

Prerequisite: Chemistry 1-2. Two class hours, one conference, and one three-hour laboratory period a week.

A systematic study of the aliphatic and the aromatic series. An introduction in the laboratory work to the fundamental methods of preparation and purification of typical organic compounds. MISS YARBROUGH

¹ On leave.

51. *Qualitative Analysis* (3).

Prerequisite: Chemistry 1-2. One class hour, one conference, and two three-hour laboratory periods a week.

The theoretical and practical study of methods of separation and identification of the more common anions and cations. MISS KRAMER

52. *Quantitative Analysis* (4).

Prerequisite: Chemistry 51. Two class hours, one conference, and two three-hour laboratory periods a week.

Class work devoted to the discussion of the analytical methods used in the laboratory. Laboratory work to include representative procedures of both volumetric and gravimetric methods of analysis. MISS KRAMER

53. *Advanced Quantitative Analysis* (4).

Prerequisite: Chemistry 52. Two class hours, one conference, and two three-hour laboratory periods a week.

A continuation of 52, including work in volumetric, gravimetric and colorimetric methods of analysis. MISS KRAMER

54. *Chemistry of Food and Nutrition* (4).

Prerequisite: Chemistry 21, 22. Three class hours, one conference, and one three-hour laboratory period a week.

A study of the chemistry and functions of foodstuffs, the amounts of food required in nutrition, and the composition and nutritive value of food materials. MISS YARBROUGH

56. *Advanced Organic Chemistry* (3).

Prerequisite: Chemistry 21, 22. Two class hours and one three-hour laboratory period a week.

A continuation of 21-22. Laboratory work to include organic qualitative analysis. MISS YARBROUGH

86. *Teaching of Science* (3).

For description see Biology 86.

MISS KRAMER

PHYSICS

1-2. *General Physics* (6).

Two class hours, one conference, and one three-hour laboratory period a week.

A study of the fundamental principles of physics. Topics in mechanics, heat, sound, light, and electricity considered. The use of trigonometry and logarithms required. MISS KRAMER

3, 4. *Intermediate Physics* (2).

Prerequisite or parallel: Physics 1-2. One class hour a week.

An extension of Physics 1-2 to consider certain topics more thoroughly. Designed for majors in mathematics and science. MISS KRAMER

21. *Household Physics* (3).

Two class hours and one three-hour laboratory period a week.

Required of home economics majors. Principles of mechanics, heat, sound, light, and electricity. Practical applications of the subject stressed. MISS YARBROUGH

EDUCATION

BUNYAN Y. TYNER, *Professor*

HARRY K. DORSETT, *Assistant Professor*

LILA BELL, *Instructor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Students intending to teach should confer with the Department of Education during their sophomore year to make sure that they will meet the requirements for the state A-grade certificate. All teaching programs must be approved by the head of the education department.

MAJORS IN EDUCATION

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the professional courses outlined on page 46, at least one of the following courses in education is required for the major: Education 59, 91, 92, making a total of twenty-one to twenty-four semester hours. For those pursuing courses leading to teaching in high school, if education is made the major, in addition to the professional courses outlined on page 46, at least one of the education courses numbered 59, 91, 92, must be taken, making a total of from eighteen to twenty-four semester hours. In addition to these courses all majors in education, on either the elementary or high school level, must take such additional educational and subject-matter courses as may be necessary to meet the requirements for an A-grade certificate in North Carolina.

HIGH SCHOOL TEACHER'S CERTIFICATE

Those who expect to secure State A-grade certificates to teach in high school, must meet the requirements listed below. *It is recommended that students be able to teach at least two subjects in the high school. Majors, related subjects, and electives may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide.* All teaching programs should be approved by the head of the education department by the beginning of the junior year.

I. Subject-Matter Courses

A major and related courses should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

Bible (15), English (24), French (18)¹, German (18), Latin (24)², Spanish (18), physical education (15), social studies (30), mathematics (15), science (30). The following combinations are suggested: English-Latin, English-French, English-history, English-religion, Latin-French, history-religion, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30) including three semester hours in voice; home economics (51); business (30).

¹ The hours required in any foreign language are based upon two units of high school work in that language.

² This requirement will be reduced six semester hours for each additional entrance unit above two (maximum, four).

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Principles of Secondary Education (Ed. 52).....	3 semester hours
Materials and Methods of Teaching (Ed. 85, 86).....	3 semester hours
Education electives.....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
Minimum Total Required.....	18 semester hours

Students are advised to take these courses in the order listed. One or more of the following should be included in the electives: 56, 59, 91, 92.

GRADE SCHOOL TEACHER'S CERTIFICATE

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
¹ Children's Literature (Ed. 55).....	3 semester hours
American History and Citizenship (21, 22).....	6 semester hours
Geography (21, 22).....	6 semester hours
Art Education and Industrial Arts (53-54).....	6 semester hours
Music 55-56.....	4 semester hours
² Health Education (85).....	3 semester hours
Physical Education (86).....	3 semester hours

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Child Psychology (Ed. 53).....	3 semester hours
³ Educational Measurements (Ed. 56).....	3 semester hours
Principles of Elementary Education (Ed. 57).....	3 semester hours
Elementary Education—Primary or Grammar Grades (Ed. 61, 62 or 63, 64).....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
For Major (Ed. 59, 91, 92).....	3 semester hours
Total.....	24 semester hours

1. To meet the State physical education requirements, courses 85, 86 may be substituted for a year of physical education required of all candidates for a degree.

2. It is recommended that students planning to teach in grades 4-8 take as one of their prescribed sciences Mathematics 3, 4.

¹ The State Department of Education counts Children's Literature as English, not as education.

² The State Department of Public Instruction recommends that Biology 1-2 be taken as a prerequisite.

³ Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

EDUCATION COURSES

51, 51S. *Educational Psychology* (3).

An attempt to develop with the student a knowledge of psychological principles in their educational aspects. Especial attention to learning. MR. TYNER

52F, 52. *Principles of Secondary Education* (3).

Prerequisite or parallel: Ed. 51.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance; records and reports. MR. DORSETT

53, 53S. *Child and Adolescent Psychology* (3).

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence. MR. DORSETT

55. *Children's Literature* (3).

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization, story-telling and other factors, including the activities of the children which influence oral and written speech. MISS BELL

56. *Educational Measurements* (3).

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school, and to those majoring in the social studies. MR. DORSETT

57. *Principles of Elementary Education* (3).

Required of students working toward elementary certificates. Prerequisite: Ed. 51. Not open to students taking Education 52.

A consideration of some of the factors and problems which confront the teacher in her daily work: the curriculum; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community. MR. DORSETT

59. *History of Education* (3).

A survey of educational theories and practices from primitive times to the present, designed to provide a background for an approach to contemporary educational problems. MR. TYNER

61. *Elementary Education: Grades 1-3* (3).

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed. MISS BELL

62. *Elementary Education: Grades 1-3* (3).

Prerequisite: Ed. 51.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed. MISS BELL

63. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling, and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

MISS BELL

64. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 51.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS BELL

91. *Administration and Supervision of Public Education (3).*

Prerequisite: Ed. 51, and 52 or 57.

A course dealing with the general principles of administration and supervision of public education. The North Carolina system studied and compared. The influence of the several factors of control noted and evaluated. The principal emphasis in the course placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coordination of the various activities of the school as a whole.

MR. TYNER

92. *Philosophy of Education (3).*

Prerequisite: Ed. 51, and 52 or 57.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer considered, with the major emphasis, however, upon the views of contemporary educational leaders and movements. Current educational magazines are given special consideration in reading assignments.

MR. TYNER

DEPARTMENTAL COURSES

(Materials and Methods)

85, 86 (3).

Description of these courses will be found under the several departments. The courses listed below count as education, three semester hours of which are required for a high school certificate to teach in one field; six semester hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the course is taken. The following courses are offered for teachers on the high school level:

85 B. The Teaching of Business.

86 E. The Teaching of English.

86 M. L. The Teaching of Modern Languages.

86 H. E. The Teaching of Home Economics.

86 L. The Teaching of Latin.

85 M. The Teaching of Mathematics.

- 86 Mus. The Teaching of Music in the High School.
 86 R. The Teaching of Religion.
 86 Sc. The Teaching of Science.
 86 S. St. The Teaching of Social Studies.
 81, 83-84, 86, 88 P. E. The Teaching of Physical Education.
 82, 85 H. Ed. The Teaching of Health Education.

OBSERVATION AND DIRECTED TEACHING

95, (963).

Seniors will do observation and teaching for an hour a day for one full semester to meet the requirements for the State A-grade certificate. At least 60 clock hours should be planned, fully one-half of which must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well-qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. *At least two consecutive class periods daily should be reserved in the schedule of seniors planning to teach in either the first or second semester, and these periods must come at the same time each day.* Prerequisites to teaching on the high-school level are: Education 51, 52 and 85 or 86 in the subject in which teaching is to be done. On the elementary level: Education 51, 57, and 61-62, or 63-64. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, maintaining a grade of at least C, especially in her major subject, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Students are advised to plan their schedules so that they will not have to carry more than twelve hours of work, including teaching, during the semester in which supervised teaching is done. Fee, \$15.00. STAFF

ENGLISH

JULIA HAMLET HARRIS, *Professor*
 MARY LYNCH JOHNSON, *Associate Professor*
 LOUISE LANHAM, *Assistant Professor*
 NORMA ROSE, *Instructor*
 ELEANOR EDWARDS WILLIAMS, *Acting Instructor*

English 1-2 prerequisite for English 21-22; English 21-22 prerequisite for all other courses in English, except 33-34.

Requirements for a major: 51, 52, and twelve additional hours, six of which must be chosen from courses 53, 54, 55, 91, 92.

1-2. *Principles of Writing (6).*

STAFF

21-22. *Development of English Literature (6).*

MISS JOHNSON, MISS LANHAM, MISS ROSE, MRS. WILLIAMS

33-34. <i>Advanced Composition</i> (2).	MISS HARRIS
51. <i>Old English</i> (3).	MISS JOHNSON
52. <i>Chaucer</i> (3).	MISS JOHNSON
Prerequisite: English 51.	
53, 54. <i>Shakespeare</i> (6).	MISS HARRIS
56. <i>Milton</i> (3).	MISS HARRIS
57. <i>American Literature of the Nineteenth Century</i> (3).	MISS HARRIS
59 S. <i>English Literature of the Eighteenth Century</i> (3).	MISS ROSE
61. <i>The English Novel</i> (3).	MISS LANHAM
62. <i>English Poetry of the Victorian Period</i> (3).	MISS JOHNSON
64. <i>Recent Poetry</i> (3).	MISS LANHAM
65. <i>English Poetry of the Romantic Period</i> (3).	MISS JOHNSON
86 F. <i>The Teaching of English</i> (3).	MISS ROSE
91, 92. <i>The Principles of Literary Criticism</i> (6).	MISS HARRIS

HEALTH AND PHYSICAL EDUCATION

DORIS PETERSON, *Associate Professor*

ELIZABETH CAMERON, *Instructor*

NELL FORBES, *Assistant*

EMELINE FOSTER, *Assistant*

The program of the Department of Health and Physical Education is designed to meet the needs of each individual student with respect to such problems as:

1. Development and maintenance of a high degree of physical efficiency through a varied program of sports, rhythmic activities, conditioning activities, corrective physical education and restricted physical education.
2. Development of intelligent understanding of and a positive attitude toward personal health and hygiene in relation to daily living.
3. Development of fundamental skills in those activities which will contribute to an intelligent use of leisure time.
4. Provision of adequate opportunities for the development of qualities of leadership and cooperation.

Six semester hours of physical education and two semester hours of personal hygiene are required by the College for graduation. At the beginning of each year, all students enrolled in health and physical education are required to undergo physical examinations which are given by the Departments of Student Health Service and Health and Physical Education. Upon the basis of these examinations the College Physician classifies each student for a physical education class in vigorous activity, semi-vigorous activity, corrective physical education, or restricted physical education. Students are required to enroll in physical education each semester of their freshman, sophomore, and junior years. No student is required to take more than one activity course in any semester except in case of failure.

HEALTH EDUCATION

1-2. *Personal Hygiene* (2).

One hour a week for the year.

A fundamental course in the principles and problems of personal hygiene. The course includes a consideration of problems presented by findings of the physical examinations conducted by the Departments of Student Health Service and Health and Physical Education, discussions based upon student health problems and interests, and instruction based upon health problems of college students in general.

82. *Principles and Methods of Health Education for the Secondary School* (3).

A study of the principles and history of health education, showing the development into the modern program of healthful school living and health instruction; a course designed to include methods and materials in health education for the secondary school.

85. *Materials and Methods of Health Education for the Classroom Teacher* (3).

This course, with Physical Education 86, is designed to meet the State requirements in health and physical education for the classroom teacher; it includes principles, materials, and methods in health education for the elementary school.

PHYSICAL EDUCATION

Students enrolled in activity courses in physical education are required to have regulation gymnasium costumes for class; these are secured through the Department of Health and Physical Education.

1. *Team Sports* (1).

Two hours a week for first semester.

Beginning Courses

aH —Hockey

aS —Soccer

aV —Volley Ball

2. *Team Sports* (1).

Two hours a week for second semester.

Beginning Courses

aBB —Basketball

aSB —Softball

Intermediate Courses

bSB —Softball

21, 22. Rhythmic Activities (2).

Two hours a week for each semester.

Beginning Courses

aCR —Creative
Rhythmics
aFD —Folk Dance
aFR —Fundamental
Rhythms

Intermediate Courses

bCR —Creative
Rhythmics
bFD —Folk Dance
bFR —Fundamental
Rhythms

Advanced Courses

cCR —Creative
Rhythmics
cFD —Folk Dance

51, 52. Individual Sports (2).

Two hours a week for each semester.

Beginning Courses

aA —Archery
aB —Badminton
aE —Equitation *

aG —Golf *
aST —Stunts and Tumbling
aT —Tennis

Intermediate Courses

bB —Badminton
bE —Equitation *
bSt —Stunts and Tum-
bling
bT —Tennis

Advanced Courses

eE —Equitation *
cT —Tennis

NOTE: Courses 1, 2, 21, 22, 51, and 52 offer a wide selection of physical education activities. Students classified for vigorous activity may select any courses listed, provided that during the freshman and sophomore years the selection includes one semester each of Team Sports and Rhythmic Activities, and during the three years of required physical education one course in Individual Sports is selected.

23, 24. Corrective and Restricted Physical Education (2).

Two hours a week for each semester.

Students classified for posture or restricted physical education upon the recommendation of the college physician are enrolled in these courses. Each course is adapted to the needs of the individual student. In cases where student choices can be allowed, final selection will follow a conference with the Director of the Department.

Beginning Courses

aA —Archery
aBM —Body Mechanics
aRS —Recreational Sports
aR —Rest

Intermediate Courses

bA —Archery
bBM —Body Mechanics
bR —Rest

81. Community Recreation (3).

A study of the concept and theory of recreation and play; present-day trends in recreation in the light of its historical background; the scope of community recreation and the place of physical education within the area; the organization of recreation centers; principles and methods of planning, conducting, and evaluation programs.

* Special fee.

83-84. The Teaching of Individual and Team Sports (6).

A study of the history, methods of teaching, lesson planning, care of equipment, techniques, and team tactics for the following sports: Hockey, Soccer, Speedball, Basketball, Badminton, Tennis, Softball, and Archery; organization and standards of the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation. Practical experience is provided for coaching the sports.

86. Materials and Methods in Physical Education for the Classroom Teacher (3).

This course, with Health Education 85, is designed to meet the State requirements in health and physical education for the classroom teacher; it includes principles, materials, and methods in physical education for the elementary school.

88. The Organization and Administration of Health and Physical Education in the Secondary School (3).

The organization and administration of secondary school programs of health and physical education, including: finance, equipment, care and sanitation of buildings, gymnasias, swimming pools, locker rooms, and showers; organization of intramural tournaments, sports days, and play days; curriculum construction; study of organizations furthering health and physical education.

HISTORY AND GOVERNMENT

SAMUEL GAYLE RILEY, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

Requirements for a major: History 1-2 (prerequisite); eighteen to twenty-four semester hours including History 21, 22.

HISTORY

1-2. Historical Backgrounds of Modern Civilization (6).

Required of freshmen who have not had at least two years of history in high school.

STAFF

21, 22. American History (6).

A survey course.

MR. RILEY, MISS KEITH

51. Ancient History (3).

Prerequisite: History 1-2.

MRS. WALLACE

52. Medieval European History (3).

Prerequisite: History 1-2.

MRS. WALLACE

[53. Modern European History 1500-1830 (3).]

Prerequisite: History 1-2.

MR. RILEY

[54. Modern European History 1830-1914 (3).]

Prerequisite: History 1-2.

MRS. WALLACE

56. *The British Empire* (3).
Prerequisite: History 1-2. MR. RILEY
61. *Europe Since 1914* (3).
Prerequisite: History 1-2. MRS. WALLACE
63. *Political and Social History of the American Colonies* (3).
Prerequisite: History 21, 22. MISS KEITH
64. *Southern History* (3).
MISS KEITH
65. *The United States in the Twentieth Century* (3).
Prerequisite: History 21, 22. MR. RILEY
66. *Studies in the Social History of the United States* (3).
Prerequisite: History 21, 22. MR. RILEY
86. *The Teaching of the Social Studies* (3).
Open to juniors and seniors taking a major in history or sociology.
MRS. WALLACE

GOVERNMENT

21. *Government of the United States* (3).
MISS KEITH
22. *State and Local Government in the United States* (3).
MISS KEITH

HOME ECONOMICS

ELLEN DOZIER BREWER, *Professor*JENNIE M. HANYEN, *Associate Professor*

Requirements for a major: Twenty-four semester hours of work in home economics, to include either Home Economics 51 and 52, or 53.

Home economics majors are advised to take Chemistry 1-2 in the freshman year. Other courses in science should include Biology 1 and 24, Chemistry 21, and Physics 21. In the courses prescribed for a degree they may substitute Biology 24 for Biology 2, Sociology 92 for Sociology 22, and Art 61 for Art 31.

1-2. *Textiles and Clothing* (6).

Two lectures and four hours of laboratory.

A course including the study of clothing suitable for individual types and various occasions. Construction of garments. Individual clothing budget. An analysis of textiles to find the relation between cost and quality. MISS HANYEN

21-22. *Foods and Cookery* (6).

Required of sophomores majoring in home economics. Open to other sophomores, juniors, and seniors. One lecture and five hours of laboratory.

A study of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and of elementary nutrition. MISS BREWER

51. *Nutrition (3).*

Prerequisites: Home Economics 21-22 and Chemistry 21. Two lectures and two hours of laboratory. MISS BREWER

52. *Advanced Foods (3).*

Prerequisite: Home Economics 21-22. One lecture and five hours of laboratory.

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and serving of meals of various types. MISS BREWER

53. *Textiles and Clothing (3).*

Prerequisite: Home Economics 1-2. Two lectures and four hours of laboratory.

Tailoring. Use of a foundation pattern in designing. Remodeling garments. Identification and practical testing of materials. MISS HANYEN

54. *Textiles and Clothing (3).*

Prerequisites: Home Economics 1-2 and 53. One lecture and five hours of laboratory.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form. MISS HANYEN

55. *House Planning and Furnishing (3).*

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and arrangements of interiors with special emphasis on economic factors. MISS BREWER

56. *Child Development and Home Nursing (3).*

A study of the physical care and development of the child from pre-natal period through infancy. Principles of nursing as applied to the home care of the sick. For the duration, adaptations made to meet Red Cross requirements. MISS HANYEN

58. *Home Management (3).*

The application of scientific principles to the problems of the modern homemaker. MISS BREWER

59. *Home Cookery (3).*

Elective for juniors and seniors in all courses. One lecture and five hours of laboratory.

A brief course in food selection, preparation, and service, planned for students majoring in other fields. MISS BREWER

62. *Nutrition (3).*

Prerequisite: Home Economics 51. Two lectures and two hours of laboratory.

A continuation of Home Economics 51 with emphasis on special dietary problems. MISS BREWER

85, 85S. *Methods of Teaching Home Economics* (3).

A study of the methods of teaching home economics in high school. Source materials. Related materials. Lesson planning. Study of methods of testing.

MISS HANYEN

91. *Economics of the Home* (1).

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Economics 58.

MISS BREWER

93, 93 S. *Economics of the Home—Residence* (2).

To be taken in connection with Home Economics 91.

Residence for students in groups of four in the home management apartment for one month.

MISS HANYEN

MATHEMATICS

ERNEST F. CANADAY, *Professor*

Requirements for a major: Eighteen to twenty-four semester hours which must include courses 51 and 52. Courses 1, 2 and 3, 4 do not count on the major. Students may not take both Mathematics 1, 2 and Mathematics 3, 4.

1. *College Algebra* (3).

MR. CANADAY

2. *Trigonometry* (3).

MR. CANADAY

3, 4. *General Mathematics* (6).

This course includes a review of basic mathematics, acquaints the student with the important formulas of plane and solid geometry and the fundamental principles of college algebra and trigonometry.

MR. CANADAY

21, 22. *Analytic Geometry* (6).

Prerequisite: Math. 1, 2 or 3, 4.

MR. CANADAY

24. *Solid Geometry* (3).

(Offered in alternate years, 1946-1947; 1948-1949).

MR. CANADAY

51, 52. *Differential and Integral Calculus* (6).

Prerequisite: Course 21, 22.

MR. CANADAY

53. *Theory of Equations* (3).

Prerequisite: Course 21, 22.

MR. CANADAY

54. *College Geometry* (3).

A course in modern plane geometry.

MR. CANADAY

85. *Methods* (3).

(Offered in alternate years, 1945-1946; 1947-1948).

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and magazines.

MR. CANADAY

MODERN LANGUAGES

QUENTIN OLIVER McALLISTER, *Professor*
 STANLEY T. BALLENGER, *Acting Associate Professor*
 ROBERT F. BRAND, *Assistant Professor*
 MARY B. MACDONALD, *Instructor*
 RUTH COUCH ALLEN, *Acting Instructor*

FRENCH

Requirements for a major: Eighteen hours above 21-22, which must include 51-52. A student planning to teach French in high school and taking only the minimum number of hours required by the state is advised to include French 57 and French 86 in her program. French 86 counts as Education.

1-2. *Elementary French* (6).

Introduction to the French language through analysis, contact, and use. Grammar, oral emphasis, graded readings, and remarks introductory to French civilization.
 STAFF

21-22. *Intermediate French* (6).

A continuation of French 1-2. Review of French grammar, with the introduction of more difficult aspects of the language through composition. Increased emphasis on oral facility and on understanding spoken French, with further attention to French civilization.
 STAFF

51-52. *Survey of French Literature* (6).

A study of the development of French literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art, national history and culture. Reading of the significant works in every *genre*, as well as background material. Lectures and reports in French.
 MR. McALLISTER, MR. BRAND

[53. *Seventeenth Century* (3).]

An intensive study of the great age of French classicism, its philosophy and literature.
 MR. McALLISTER

[54. *Eighteenth Century* (3).]

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France.
 MR. McALLISTER

[55. *French Romanticism* (3).]

A study of the romantic movement in French literature, its decline, and the beginnings of Realism, with special emphasis on poetry and the drama. MR. McALLISTER

[56. *French Literature Since 1850* (3).]

A study of the age of Realism and Naturalism, with attention to the background of the contemporary period in literature, literary criticism, and philosophy.
 MR. McALLISTER

57. *Advanced Composition and Conversation* (3).

Training in written and spoken French. Required of majors in French.

MR. McALLISTER

86. *Materials and Methods of Teaching Modern Languages* (3).

A study of realia, texts, and methods adapted to high school teaching. Observation in the Raleigh schools and preparation of projects. Recommended for all who expect to teach a modern foreign language.

MR. McALLISTER

91. *The French Drama* (3).

A rapid and extensive survey of French drama from the Middle Ages to the present. Lectures, readings, and reports. Open to seniors, and to juniors by permission.

MR. McALLISTER

92. *Prose Fiction* (3).

The novel and short story, with emphasis on the modern period. Individual reading and research. Introduction to method in French literary research. Open to seniors, and to juniors by permission.

MR. McALLISTER

93. *Development and Structure of the French Language* (3).

A survey of the historical development of French from Latin. Reading of works in Old French. Some introduction, through French, to the general field of linguistics and the philosophy of grammar. Offered only when the demand is sufficient.

MR. McALLISTER

SPANISH

Requirement for a major: Eighteen semester hours above 21-22.

1-2. *Elementary Spanish* (6).

Introduction to the Spanish language through analysis, contact, and use. Grammar, oral emphasis, graded readings, and remarks introductory to Spanish and Spanish-American civilization.

STAFF

21-22. *Intermediate Spanish* (6).

A continuation of Spanish 1-2. Review of Spanish grammar, with the introduction of more difficult aspects of the language through composition. Increased emphasis on oral facility and on understanding spoken Spanish, with further attention to Spanish and Spanish-American civilization.

STAFF

51-52. *Survey of Spanish Literature* (6).

Reading of the most important works of Spanish literature with special emphasis on the Golden Age. Lectures on literary trends and backgrounds.

Alternates with Spanish 53-54.

MISS MacDONALD

[53-54. *Survey of Spanish-American Literature* (6).]

Reading of the important works of Spanish-American authors. A study of these works in relation to the history and culture of Latin America.

Alternates with Spanish 51-52.

MISS MacDONALD

57. *Advanced Composition and Conversation* (3).

Training in written and spoken Spanish. Required of majors in Spanish.

MISS MacDONALD

[92. *Spanish Drama of the Nineteenth Century* (3).]

An introduction to the modern Spanish theatre, as seen in its background and development from Romanticism through the varied tendencies of the late nineteenth century. Lectures in Spanish, discussion, outside readings and reports. Open to seniors, and to juniors by permission.

Alternates with Spanish 94.

MISS MACDONALD

94. *The Modern Spanish Novel* (3).

A study of the main trends in the development of the Spanish novel from the Romantic period to the present day. Lectures, reports, discussion. Open to seniors, and to juniors by permission.

Alternates with Spanish 92.

MISS MACDONALD

GERMAN

1-2. *Elementary German* (6).

Introduction to the German language through analysis, contact, and use. Grammar, oral emphasis, graded readings, and remarks introductory to German civilization.

MRS. ALLEN

21-22. *Intermediate German* (6).

A continuation of German 1-2. Review of German grammar, with the introduction of more difficult aspects of the language through composition. Increased emphasis on oral facility and on understanding spoken German, with further attention to German civilization.

(German 58 may be substituted for German 22).

MRS. ALLEN

51-52. *Survey of German Literature* (6).

A study of the development of German literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art, national history and culture. Significant works of every *genre* to be read, as well as background material.

MR. MCALLISTER

[53. *The Classical Period* (3).]

A study of the more important writers of the period 1750-1800. Reading of works by Goethe, Lessing, and Schiller. Reports in German.

MR. MCALLISTER

[54. *Romanticism and Realism* (3).]

Reading and discussion of the outstanding works of the period 1800-1850. Reports in German.

MR. MCALLISTER

[57. *Advanced Composition and Conversation* (3).]

Training in written and spoken German.

MR. MCALLISTER

58. *Scientific German* (3).

Designed to meet the needs of students who are interested especially in scientific work. Rapid reading of various texts.

(Offered in alternate years).

MR. MCALLISTER

MUSIC

HARRY E. COOPER, *Professor*
 STUART PRATT, *Associate Professor*
 EDGAR H. ALDEN, *Assistant Professor*¹
 BEATRICE DONLEY, *Assistant Professor*
 PHYLLIS WARNICK, *Instructor*
 MARIE GREEN, *Instructor*
 MARY HANCHETTE, *Instructor*
 LILA LEVAN LOADWICK, *Instructor*
 DOROTHY ALDEN, *Part-time Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance.

Students who wish to major in any branch of music must demonstrate to the satisfaction of the head of the department that their talent and previous training are such that they are qualified to carry on the work in a satisfactory manner.

Students who cannot meet all the entrance requirements of the college and the department may take work in applied music, but will not receive credit for such work.

Major in applied music (piano, organ, violin, or voice) for the degree of Bachelor of Arts:

Applied music major.....	24 hours
Electives in applied music and ensemble.....	6 hours
Theory 1-2.....	6 hours
Theory 21-22.....	6 hours
History of Music 23-34.....	6 hours
Form and Analysis 53-54.....	4 hours
Electives in theory.....	6 hours
Choir.....	2 hours

Major in Public School Music for the degree of Bachelor of Arts:

Theory 1-2.....	6 hours
Theory 21-22.....	6 hours
History of Music 23-24.....	6 hours
Form and Analysis 53-54.....	4 hours
Methods 85, 86.....	6 hours
Wind Instruments 65.....	2 hours
String Instruments 66.....	2 hours

¹ On leave.

Conducting 97.....	2 hours
Choir.....	2 hours
Piano and voice ²	

Majors in voice, violin, and organ must attain a reasonable proficiency in piano.

Majors in organ should elect: Counterpoint, four semester hours (junior year); and Canon and Fugue, two semester hours (senior year).

A senior recital is required of all majors in applied music.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC

Students who hold the degree of Bachelor of Arts or Bachelor of Science will be granted the degree of Bachelor of Music on meeting the following requirements:

1. Present a total of 45 hours in applied music, at least 36 hours of which must be in one major field of applied music, and play a recital which, in the opinion of the faculty, is worthy of the degree.

2. Complete all theory courses in the following list which have not already been completed:

Theory 1-2.....	6 hours
Theory 21-22.....	6 hours
Music history 23-24.....	6 hours
Form and Analysis 53-54.....	4 hours
Counterpoint 51-52.....	4 hours
Canon and Fugue 98.....	2 hours
Composition 91.....	3 hours
Development of Symphony 101.....	2 hours
Orchestration 94.....	2 hours
Conducting 97.....	2 hours

Students may elect additional courses in any department if time permits, but will not be required to carry more hours than necessary to meet these minimum requirements.

EQUIPMENT

Seven grand pianos, forty upright pianos, a large three-manual organ, two two-manual organs, a pedal piano, and numerous orchestral instruments furnish thorough equipment for effective teaching.

STUDENT RECITALS

Student recitals are held bi-weekly, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, or violin will appear in recital at least once each semester, except that freshmen may be excused the first

² Piano and voice must be studied until, in the opinion of the faculty, a reasonable proficiency has been reached. The State Department of Education requires three hours of voice.

semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors.

Majors in Public School Music are expected to appear in one public recital above the level of the student recital.

CONCERTS

The College appropriates a substantial fund to provide opportunities for the students to hear good music. The Raleigh Civic Music Association brings a number of orchestras and artists to Raleigh each season, and the college pays the membership fees in part for students who wish to attend these concerts. Concerts given by the Raleigh Oratorio Society and other local organizations are also open to students. Members of the faculty of the department of music are active as recitalists, and the faculty concerts given throughout the year include works from all schools of composition, and are an important part of the life of the college.

THEORETICAL COURSES

1-2. *Theory (6).*

Required of freshmen majoring in music.

A course designed to give a thorough grounding in the melodic, harmonic, and rhythmic elements of music through sight-singing, dictation, key-board and written work. The use of the primary and secondary triads studied in four-part harmony.

MISS WARNICK

21-22. *Theory (6).*

Prerequisite: Theory 2.

Required of sophomores majoring in music.

A continuation of Theory 1-2 with similar procedure. An advanced course studying modulations, seventh chords, chromatic alterations, etc.

MISS HANCHEITE

23-34. *The History of Music (6).*

Prerequisites: English 2, History 2, and Music Theory 2. Required of students majoring in music.

The development of musical art from ancient times to the present. The study of music as literature, through the analysis of masterworks.

MRS. LOADWICK

26. *Appreciation of Music (3).*

A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors.

MR. COOPER

51-52. *Counterpoint (4).*

Prerequisite: Theory 22. Required of juniors majoring in organ.

Strict counterpoint in all five species in two, three, and four parts.

MR. COOPER

53-54. *Form and Analysis (4).*

Prerequisite: Theory 22. Required of juniors majoring in music.

An explanation of design and structure in all types of homophonic music. The phrase, period, song-forms carried through to the sonata.

MR. COOPER

55-56. *Public School Music for Grade Teachers (4).*

A course in fundamentals of voice production and a study of sight singing and methods of public school music needed by the grade-school teacher who does not major in public school music.

MISS GREEN

57. *The Teaching of Piano (3).*

Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students.

MRS. LOADWICK

61. *The Teaching of String Instruments (3).*

A short resume of the history of string instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement.

MRS. ALDEN

65. *Wind Instruments (2).*

Required of majors in public school music.

A practical study of the technique of at least two wind instruments.

MRS. ALDEN

66. *String Instruments (2).*

Required of majors in public school music.

A practical study of the violin and other strings.

MRS. ALDEN

85. *Materials and Methods of Teaching Music in the Grades (3).*

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the various texts in use in the elementary grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year; methods of interesting children in music. Selection and presentation of rote song; the child voice in singing; the unmusical child; introduction of staff notation and the beginning of music reading; directed listening.

MISS GREEN

86. *Materials and Methods of Teaching Music in the High School (3).*

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the texts in use in the junior and senior high school. The adolescent voice and its care; testing and classification of voices. The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

MISS GREEN

91. *Composition (3).*

Prerequisite: Counterpoint 52, and Form and Analysis 54.

Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student.

94. *Orchestration (2).*

Prerequisites: Harmony 22, Counterpoint 52.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

95a, 96a. *Observation and Directed Teaching in Applied Music* (3).

The work to be done in connection with Theory 57 or 61, under the direction of the professor giving such course. In some cases a limited amount of this credit allowed toward the requirement in directed teaching for the certificate.

95, 96. *Observation and Directed Teaching* (3).

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken.

MISS GREEN

97. *Conducting* (2).

Required of students majoring in public school music.

Essentials in conducting, baton technique. Practical experience in conducting in the college choir.

MRS. ALDEN

98. *Canon and Fugue* (2).

Prerequisite: Counterpoint 52. Required of seniors majoring in organ.

A course touching upon all the complex devices of involved polyphonic music. Double, triple, and quadruple counterpoint.

MR. COOPER

101. *The Development of the Symphony* (2).

Prerequisite: Music History 24 or Music Appreciation 26.

The history of the symphony, with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized.

MR. COOPER

ENSEMBLE

67-68. *Ensemble Playing* (2).

A study of the standard ensemble literature open to all qualified students by arrangement with members of the faculty.

STAFF

Choir (One-half hour each semester).

A requirement for all students majoring in music. An opportunity for studying the best music and for frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day and a concert in the spring.

MR. COOPER

Fee: \$1.00.

Glee Club (One-half hour each semester).

An opportunity for studying the best in classic and modern song literature. All members of the Glee Club required to attend all rehearsals and concerts. Spring concert. Membership open to all students through audition with the director.

Fee: \$1.00

MISS DONLEY

Orchestra (One-half hour each semester).

An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

MRS. ALDEN

APPLIED MUSIC

All courses in applied music require three hours practice per week for each semester hour credit; for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of applied music in any one semester. The work in applied music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

PIANO

MR. PRATT, MISS WARNICK, MISS HANCHETTE, MRS. LOADWICK

1-2. *Freshman Piano.*

Studies of the difficulty of Czerny Op. 299, Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg; and other pieces of similar difficulty.

21-22. *Sophomore Piano.*

Etudes of the difficulty of Cramer *Selected Studies*, Doring *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; Chopin Preludes, Nocturnes, Waltzes; and other composers.

51-52. *Junior Piano.*

Etudes of the difficulty of Clementi *Gradus ad Parnassum*. Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

91-92. *Senior Piano.*

Etudes of the difficulty of Chopin Op. 10 and Op. 25; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28; concertos by Beethoven, Rubinstein, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

ORGAN

MR. COOPER

1-2. *Freshman Organ.*

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

21-22. *Sophomore Organ.*

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilman, Mendelssohn; simpler works of the modern schools; accompanying.

51-52. *Junior Organ.*

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas and Concertos*; sonatas by Guilman, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers; service playing.

91-92. *Senior Organ.*

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American Schools.

VIOLIN

MRS. ALDEN

1-2. *Freshman Violin.*

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

21-22. *Sophomore Violin.*

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

51-52. *Junior Violin.*

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

91-92. *Senior Violin.*

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

VOICE

MISS DONLEY, MISS GREEN

1-2. *Freshman Voice.*

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures; development of freedom of voice; simpler songs from classical and modern composers.

21-22. *Sophomore Voice.*

Technical work of the freshman year continued; scales, staccato, and legato exercises; English and Italian pronunciation; moderately difficult songs by Schubert, Franz, Ries, Schumann, and American composers; the simpler solos from the oratorios.

51-52. *Junior Voice.*

More advanced technique and vocalizations; French and German pronunciations; more advanced Schumann and Schubert songs; simple Brahms, Strauss, and representative American composers, such as Griffes, Watts, and Framer; all oratorio repertoire.

91-92. *Senior Voice.*

Technical work continued; classic and modern opera; advanced song literature.

PSYCHOLOGY AND PHILOSOPHY

HAROLD GRIER McCURDY, *Associate Professor*

Majors are required to take Psychology 21, 22, and one course in Philosophy, plus nine additional hours of work in the Department.

PSYCHOLOGY

21. *General Psychology* (3).

An introductory survey of some general facts of human experience and behavior.

MR. McCURDY

22. *General Experimental Psychology* (3).

A closer examination of general psychology, emphasizing the experimental approach. Two hours of laboratory weekly.

MR. McCURDY

51. *Abnormal Psychology* (3).

A study of the symptoms and causes of mental breakdown, and related phenomena.

MR. McCURDY

56. *Social Psychology* (3).

An analysis of social organization as exhibited in animal and human societies.

MR. McCURDY

58. *Personality* (3).

A study of the human individual as a dynamic whole.

MR. McCURDY

PHILOSOPHY

21. *History of Ancient and Medieval Philosophy* (3).

An introduction to the Western tradition in philosophy, from Thales to St. Thomas Aquinas.

MR. McCURDY

22. *History of Modern Philosophy* (3).

A continuation of the above, from the revolt against scholasticism to the present day.

MR. McCURDY

23. *Plato* (3).

An intensive study of the Dialogues.

MR. McCURDY

RELIGION

LEMUEL ELMER McMILLAN FREEMAN, *Professor*DAS KELLEY BARNETT, *Acting Associate Professor*LEE C. SHEPPARD, *Acting Associate Professor*

1-2 or 21, 22 prerequisite to all other courses in Religion.

Requirements for a major in religion: Eighteen to twenty-four additional hours. Prospective teachers of religion shall include in their major 59; and six hours from 31, 32, 35, and 36. Religion 86 counts as Education. Students who plan to become denominational workers in local churches or associations shall include in their major 41, 42 and 45.

1-2. *Old and New Testament History* (6).

MR. BARNETT, MR. SHEPPARD, MR. FREEMAN

21. *Hebrew History and Prophecy* (3).

The course of Hebrew history traced from its national beginnings to the time of Jesus. Special attention given to the work of the prophets. MR. FREEMAN

22. *New Testament History* (3).

MR. FREEMAN

[31. *The Bible as Literature* (3).]

The various types of Biblical literature studied and compared with corresponding extra-biblical material, with the aim of discovering the literary beauty and the spiritual values of the Bible. MR. FREEMAN

[32. *History of the Bible* (3).]

In a general way the history of the Bible as a book from its composition to the present. A study of the origin of the various writings, how they became a Bible; the transmission of the Bible in original languages; the great translations; and its influence on religion, morals, art, literature, and social institutions. MR. FREEMAN

35. *Old Testament Interpretation* (3).

Selected prophetic books are studied to get their meaning and significance for our time. MR. FREEMAN

36. *New Testament Interpretation* (3).

Special attention to Paul's letters.

MR. FREEMAN

41. *An Introduction to Religious Education* (3).

An introductory survey of the history, principles, and content of religious education MR. SHEPPARD

42. *The Local Church Program of Religious Education* (3).

Prerequisite: Religion 41.

A study of the various elements in an effective program of religious education in the local church; a study of the materials and methods for organization and administration of religious educational agencies in church and community. MR. SHEPPARD

[45. *Baptist History and Doctrines* (3).]

After a brief study of New Testament Christianity and a glimpse of changes that came later, the rise and progress of the Baptist denomination are traced. Special attention is given to developments in American Baptist Missions, and present Baptist beliefs. MR. FREEMAN

[57. *History of Religion* (3).]

The most important religions of the past and present studied and compared to see their relations to one another and their distinctive features. MR. FREEMAN

58. *History of Christianity* (3).

The course of Christian history traced, with emphasis on the development of doctrine, worship, religious institutions, and political and social influence. MR. FREEMAN

59. *Moral and Social Ideals of the Bible* (3).

The moral and social teachings of the Bible studied with special reference to their bearing on present social conditions. MR. FREEMAN

[60. *Religious Problems* (3).]

A consideration of several of the most important doctrinal and practical problems facing religion today. MR. FREEMAN

86. *The Teaching of Religion* (3).

Religion 41 is recommended as prerequisite.

A study of the aims, materials, and techniques used in week-day religious education: observation of the teaching of religion in public schools. MR. FREEMAN

SOCIOLOGY, ECONOMICS, AND GEOGRAPHY

CLARENCE H. PATRICK, *Professor*

MARIAN BROCKWAY, *Instructor*

Requirements for a major in Sociology: Eighteen to twenty-four semester hours.

SOCIOLOGY

21. *Principles of Sociology* (3).

Prerequisite to all other sociology courses. A general introduction to the field of sociology. STAFF

22. *Social Problems* (3).

Survey of major social problems in contemporary society.
A study of adjustment problems of individuals. STAFF

51. *Race Problems* (3).

Analysis of race problems in the United States, with especial reference to the Negro. MR. PATRICK

52. *Crime* (3).

Crime and punishment. A study of the factors associated with criminal behavior of juveniles and adults and methods of dealing with it. MR. PATRICK

61. *Rural Sociology* (3).

The effects of rural life upon personality and culture. Rural social problems. Rural-urban interrelations. MR. PATRICK

[62. *Population Problems* (3).]

A study of the problems of quality and quantity of population, and social and economic aspects of current population trends. MR. PATRICK

[64. *Introduction to Social Work* (3).]

A pre-professional course to introduce the student to the field of social work.

MR. PATRICK

[66. *Regional Sociology of the South* (3).]

A brief survey of the development of ecological, economic, and cultural patterns in the southeastern states. Emphasis upon the distribution, utilization, and conservation of natural and human resources of the South as compared with other regional areas.

92. *The Family* (3).

The social history of the family; marriage and family adjustment; family relationships; social change and problems of the modern family.

MR. PATRICK

93, 94. *Directed Individual Study* (6).

Research and study in a special field outside the regular departmental offerings. Open by permission of the head of the department to senior major students who meet the college requirements for individual study.

MR. PATRICK

97. *Introduction to Social Research* (3).

A survey of the general field of sociological research. Methods of developing studies and analyzing sociological data.

MR. PATRICK

ECONOMICS

21, 22. *Principles of Economics* (6).

A general introduction to the field of economics.

MISS BROCKWAY

63. *Economics of Consumption* (3).

An analysis of consumption problems in relation to economic principles. Practices and policies affecting consumer wants. Effects of a wartime economy upon consumption.

MR. PATRICK

66. *Labor Economics and Labor Problems* (3).

An analysis of American labor in a changing economic and social order. Special emphasis upon trends in employment, labor organizations, and standards in relation to scientific management, state and federal labor legislation, and problems of workers in the wartime economy.

MISS BROCKWAY

GEOGRAPHY

21. *Principles of Human Geography* (3).

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

MISS BROCKWAY

22. *Geography of North America* (3).

Each of the natural divisions of the continent studied with regard to its physical features, resources, and economic activities.

MISS BROCKWAY

DEGREES CONFERRED IN 1944

Alexander, Grace Belle.....	Goldsboro
Allen, Carolyn.....	Cherryville
Anderson, Gloria.....	Asheboro
Arnsdorff, Dorothy.....	Savannah, Ga.
Ayers, Virginia.....	Toccoa, Ga.
Baker, Helena Chapman.....	Norfolk, Va.
Baucum, Barbara Lee.....	Apex
Bowden, Martha Elizabeth.....	St. Pauls
Branch, Avis Kathaline.....	Emporia, Va.
Brewer, Georgie Sears.....	Pittsboro
Brewer, Margaret Linda.....	Kinston
Brunt, Margaret Cornell.....	Winston-Salem
Bryan, Julia Margrette.....	Garner
Bullock, Dae Steele.....	Fairmont
Burchette, Dorothy A.....	Winston-Salem
Carlton, Mary Eloise.....	Burgaw
Carpenter, Katie Stella.....	Morrisville
Carr, Lillian Etheleen.....	New Hill
Chiffelle, Genevieve.....	Slatersville, R. I.
Colvard, Mildred Louise.....	Rockingham
Creech, Elva Louise.....	Ahoskie
Crump, Mary Susan.....	Wagram
Duckworth, Margaret Ball.....	Asheville
Farmer, Fannie Memory.....	Raleigh
Finney, Audria Kerman.....	Elkin
Gaskin, Erleen Grace.....	Albemarle
Gattis, Martha La Monna.....	Burlington
Gower, Minnie Lou.....	Clayton
Green, Charlotte.....	Ogbomosho, Nigeria, West Africa
Hamrick, Doris Louise.....	Winston-Salem
Harris, Anne Richardson.....	Raleigh
Hill, Mary.....	Albemarle
Holder, Oneta.....	Lillington
Hollis, Margaret Elizabeth.....	Laurinburg
Hoover, Julia Alyce.....	Crouse
Jackson, Helen Warren.....	Dunn
Jennette, Mildred Brown.....	Raleigh
Johnson, Grace.....	Wallace
Johnson, Mary Elisabeth.....	Fair Bluff
Johnson, Ruth Elizabeth Daughtery.....	Goldsboro
Jones, Doris Woody.....	Roxboro
Knott, Helen Ruth.....	Wendell
Kramer, Ann Ray.....	Elizabeth City

Lassiter, Margaret Leigh	Raleigh
Latta, Madeline Hall	Hillsboro
McNeely, Mary Sue	Arlington, Va.
McNeill, Sarah Elizabeth	Elkin
Maness, Rebecca Bryant	Buie's Creek
Matthews, Annie Mary	Laurinburg
Melvin, Mollie Olivia	Kerr
Melvin, Virginia Greenwood	Raleigh
Middleton, Rea Beverette	Raleigh
Miller, Elizabeth Jane	Irvington, N. J.
Mills, Elizabeth Gertrude	Wilmington
Moore, Frances MacKenzie	Kinston
Outlaw, Sadie Rouse	Seven Springs
Parrott, Mary Elizabeth	Henderson
Powell, Catherine Maynard	Wallace
Prevatte, Betty Rose	Lumberton
Rankin, Valleria Page	Richmond, Va.
Rautenstrauch, Ruth Purdy	Raleigh
Rawlins, June le Tell Baker	Delmar, Del.
Robertson, Norma Belch	Raleigh
Sannella, Rosalind	Littleton, N. H.
Savage, Hannah May	Ahoskie
Senter, Mary Ellen	Raleigh
Shields, Ione Kitchin	Scotland Neck
Silver, Mary Margaret	Shelby
Sinclair, Olene	Clinton
Small, Miriam Viola	Albemarle
Sorrell, Mary Eunice	Dunn
Stanley, Dorcas	Smithfield
Stewart, Elsie Reaves	Lillington
Taylor, Etta Powell	Whitakers
Thorne, Betty Ruth	Lake View, S. C.
Turner, Dorothy Ethel	Chalybeate Springs
Valentine, Marjorie Jeanette	Raleigh
Vereen, Eleanor Clara	Raleigh
Webb, Margaret Jessie	Greensboro
White, Ann Carolyn	Wilmington
Whitehurst, Lydia Elizabeth	Elizabeth City
Wilkerson, Mary Elizabeth	Willow Springs
Woodward, Nathalie Salley	Anderson, S. C.
Wrenn, Mary Elizabeth	Wise, Va.
Wyman, Ruth Elizabeth	Raleigh
Yates, Sara Elizabeth	Kannapolis
Zeigler, Sarah Moore	Marshville

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SENIORS

Allen, Janie Sue	Cherryville
Baker, Mary Rachel	Pageland, S. C.
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Bass, Carolyn Annette	Rocky Mount
Beckwith, Annie Helen	Fayetteville
Bedon, Helen Davie	Miami, Fla.
Blackman, Mildred Fay	Raleigh
Blum, Marjorie Fleming	Middleburg
Bowers, Sallie Ray	Littleton
Bowman, Dorothy Pearce	Raleigh
Britt, Evelyn Bowman	Marion
Britt, Isabel Rose	Cary
Britt, Veronica	Clarkton
Bryant, Mary Elizabeth	Durham
Bullock, Mary Lou Nance	Cambridge, Mass.
Burchard, Elizabeth Manoa	Raleigh
Cash, Janie Mary	Oxford
Champion, Evelyn Fay	Wake Forest
Chapman, Sue Betty	Maiden
Cherry, Willie Mae	Washington
Clayton, Mary Josephine	Millersville, Md.
Coppedge, Hallie Maria	Durham
Currin, Mary Washington	Northside
Cuthrell, Betty Bland	Lexington
Dark, Margaret Elizabeth	Marianna, Fla.
Davis, Dorothy Jean	Selma
Davis, Mary Elizabeth	Wadesboro
Deaton, Betty Lou	Raleigh
Dedmon, Clara Lee	Shelby
Delbridge, Alice Artolia	Spring Hope
Dillon, Mary Isabel	Lexington
Dixon, Geraldine	Gastonia
Dowell, Elizabeth Lynwood	Raleigh
Eatman, Jewell	Raleigh
Edinger, Lois Virginia	Thomasville
Elmore, Augusta Lee	Morganton
Ferguson, Nelda Mae	Durham
Ferrell, Marilyn	Kinston
Fields, Elizabeth Carter	Wallace
Fitzgerald, Eva Marie	Pinchurst
Fleischmann, Jeanne Marie	Raleigh
Fleming, Mary Bryan	Raleigh

Gibbs, Hilda	Seven Springs
Gilkeson, Doniphan	Fishersville, Va.
Glover, Cleo Cornelia	Zebulon
Goodwin, Hazel Norris	Raleigh
Grady, Hazel Mae	Morganton
Gwaltney, Evelyn E.	Hiddenite
Hall, Helen Elizabeth	Raleigh
Hines, Margaret Louise	Roanoke Rapids
Hinton, Genevieve	Apex
Hoggard, Eileen Betty	Aulander
Holder, Ester	Lillington
Holt, Betsy Jean	Raleigh
Howell, Lois Swaim	High Point
Humphrey, Lillian Ainsley	St. Pauls
Jeffreys, Martha Tharrington	Hamlet
Johnson, Ellen Katherine	Enfield
Jones, Mary Caroline	Winston-Salem
Jones, Geraldine	Clayton
Jordan, Helen Margaret	Raleigh
King, Mollie Ruth	Wilmington
Knott, Emily Hayward	Kinston
Krahnke, Gwendolyn Elizabeth	Leland
Laine, Mabel Louise	Morehead City
Lamb, Edna Lou	Ingold
Lassiter, Emily Lloyd	Potecasi
Lassiter, Helen Rebecca	Potecasi
Lee, Flora Ann	Raleigh
Leonard, Charlotte Josephine	Lexington
Lewis, Willa Grey	High Point
Liles, Hortense	Goldsboro
Lineberry, Lillian Johnson	Raleigh
Loftin, Essie Eleanor	Kinston
Long, Margaret Josephine	Shelby
Lowery, Margaret Alice	Peachland
Lutz, Betty Ann	Shelby
Lyon, Ruby	Thomasville
Lyon, Ruth	Thomasville
McDaniel, Laura Ellen	Kinston
McIntyre, Mary Catherine	Charlotte
McLendon, Anne	Lexington
McMillan, Betsy Barbara	Raleigh
Majette, Peggy	Grimesland
Marley, Rebecca	Cary
Mayfield, Bobby Ruth	Monroe
Maynard, Virginia Elizabeth	San Jose, Costa Rica
Mims, Cornelia Park	Raleigh
Monteith, Mary Kathryn	Sylva
Moore, Mary Elizabeth	Winston-Salem

Morehead, Rosemary	Weldon
Murray, Martha Elizabeth	Burgaw
Olive, Emily Louise	Raleigh
Patton, Grace Virginia	Morganton
Peck, Laura Frances	Albemarle
Perkins, Annie Wray	Roxboro
Phillips, Iris	Cary
Ray, Evelyn Mae	Whitakers
Ross, Muriel	Ash
Rotella, Mary	Asheville
Sanderson, Verna Louise	Lumberton
Sawyer, Elizabeth	Elizabeth City
Sawyer, Ida Lucille	New Bern
Shealy, Dorothy Jacobs	Raleigh
Shuffler, Ila Marie	Raleigh
Snow, Laura Frances	Stanley
Spencer, Ruby Lee	Ayden
Sprinkle, Faye Avonne	Raleigh
Stevens, Mary Barbara	Raeford
Stone, Dorothy Lee	Morrisville
Strole, Rachel Estella	Chadbourn
Summers, Mabel Miller	Bardstown, Ky.
Thornton, Mildred Cain	Neenah, Wis.
Tippett, Dorothy Elizabeth	Raleigh
Toms, Anna Lou	Shelby
Tulburt, Doris Dean	Millers Creek
Wallace, Frances Estelle	Jamesville
Ward, Hattie Griffin	Williamston
Watkins, Jane Merritt	Durham
Watkins, Sarah Frances	Troy
Watson, Betsy Ellen	Fayetteville
Webb, Martha Christine	Mount Airy
Wethington, Mary Lee	Grifton
Whitaker, Annie Virginia	Raleigh
White, Alma Jean	Colerain
Williams, Ruth Joyce	Burlington
Wilson, Hilda Louise	Hallsboro
Woodard, Betty Lurlyne	Castalia
Wyche, Amy McBryde	Hallsboro

JUNIORS

Anderson, Betty Morrison	Statesville
Atkinson, Geraldine Dawkins	Raleigh
Austin, Vada Whitfield	Roseboro
Bandy, Frances Louise	Lincolnton
Banks, Mary Elizabeth	Apex
Barnes, Rebecca	Black Creek

Bass, Mary Louise	Louisburg
Beam, Mary Ann	Cherryville
Bowman, Doris Gene	Jefferson City, Tenn.
Bruton, Dorothy Mae	Raleigh
Caldwell, Bertie	Maiden
Campbell, Nora Virginia	Bryson City
Cash, Vistula Meredith	Charlotte
Cooke, Alta Ruth	Wendell
Crain, Helen Frances	Clarksville, Va.
Dorsett, Josephine Moore	Siler City
Fleming, Julia Frink	Fuquay Springs
Fleming, Sarah Rachel	Fuquay Springs
Foster, Arlene Almond	Statesville
Foster, Emma Charles	Elkin
Francis, Nellie Thompson	Raleigh
Franklin, Ruth Ilene	Drexel
Freeman, Mary Maxwell	Dobson
Frink, Hilda Lee	Clarendon
Frye, Irene Virginia	Raleigh
Gaddy, Rosemary	Whiteville
Goldston, Virginia Anne	Goldston
Greene, Ruby Florence	Boones Mill, Va.
Grigg, Pearl Frances	Shelby
Hall, Doris Deleano	Burlington
Hamrick, Martha	Raleigh
Harris, Agnes Earle	Oxford
Harris, Nancy Baldwin	Norwood
Hatch, Betsy Foushee	Pittsboro
Haywood, Mary Carolyn	Florence, S. C.
Herndon, Margaret Rozell	Morrisville
Hughes, Anne Hood	Selma
Hughes, Josephine Welch	Greer, S. C.
Hyatt, Jewel Clay	Goldsboro
Jenkins, Mildred Allen	Creedmoor
Johnson, Hazel Lassiter	Smithfield
Jones, Myra Harton	Murfreesboro
Kambis, Martha Andree	Elizabeth City
King, Patricia Ellen	Williamston
Kitchin, Maria Arrington	Scotland Neck
Kocher, Evelyn	Scranton, Pa.
Laney, Mary Ethel	Maiden
Lawton, Cora Lee	Iva, S. C.
Ledford, Daisy Florine	Raleigh
Lewis, Mary Hildred	Middlesex
Long, Melba LeGrand	Durham
McCoy, Annie Belle	Charlotte
Mauney, Helen Burt	Richfield
Maynard, Dorothy Lee	Smithfield

Morgan, Jimmie Sue	Spindale
Morgan, Nedgelena Elizabeth	Angier
Norman, Glenda Alexander	Elkin
Norville, Lucye Beverly	Richmond, Va.
Olive, Esther Olema	Ellerbe
Olive, Mary Helen Mills	Raleigh
Pierce, Gertrude White	Hallsboro
Pope, Frances Rebecca	Hickory
Powers, Kathleen	St. Pauls
Rhue, Pearl Vernona	Mill Spring
Roddick, Katherine	Winston-Salem
Safley, Ruby Helen	Cooleemee
Shelton, Mary Elizabeth	Washington
Snyder, Betty Ann	Canton
Sorrell, Edith	Dunn
Southerland, Emma Catherine	Wallace
Spiers, Marilyn Moye	Raleigh
Talley, Emma Elizabeth	Fuquay Springs
Tcague, Myra Miller	Cary
Turner, Mary Alice	Hamlet
Turner, Mary Gertrude	Chalybeate Springs
Ulmer, Katherine Margaret	Brunson, S. C.
Utley, Hepsie Lane	Fuquay Springs
Vande Kieft, Ruth Margucrite	Raleigh
Waincott, Ruth Katherine	Asheville
Weldon, Dorothy Thomas	Louisburg
Whitney, Ida Josephine	Raritan Township, N. J.
Wilson, Margaret Joyce	Raleigh
Wilson, Mary Elizabeth	Hurdle Mills
Wood, Magdalene Dec	Castalia
Worrell, Carolyn Kenyon	Raleigh
Yelverton, Betsey Paul	Raleigh

SOPHOMORES

Abernathy, Barbara Dean	McAdenville
Allen, Doris Elizabeth	Rockingham
Baldwin, Mabel Jane	Whiteville
Ballentine, Lucille Jane	Middlesex
Batten, Miriam Elizabeth	Whiteville
Beaty, Mary Lillian	Charlotte
Bostic, Geraldine	Warsaw
Branch, Ava Jean	Goldsboro
Bray, Avis Carol	Walnut Cove
Britt, Josephine Sherrod	Enfield
Brothers, Jean Frances	Elizabeth City
Bruner, Charlotte	Louisville, Ky.
Bullock, Betty Rae	Fairmont

Burchard, Glendon Josephine	Raleigh
Caison, Lou Underwood	Roseboro
Carraway, Sallye Ruth	Charleston, S. C.
Casey, Anne Lucille	North Wilkesboro
Clark, Ernestine Maebelle Pickett	Raleigh
Cooper, Dorothy Mae	Falcon
Davis, Clara Jay	Middlesex
Davis, Jessie Leigh	Yadkinville
Dean, Ann Lewis	Louisburg
Dickens, Nancy Wilkerson	Wilson
Dixon, Bernice Wade	Leasburg
Donley, Betty Jean	Davistown, Pa.
Drake, Joan	Griffin, Ga.
Eakes, Tilly Florence	Varina
Elrod, Selma Frances	Tarboro
Evans, Amanda Florine	Ash
Farmer, Saxe Barnes	Clayton
Fishel, Eloise Thomas	Oxford
Fleming, Edith Waller	Northside
FormyDuval, Ida Pauline	Wilmington
Franklin, Mattie Rea	Stem
Freeman, Frances Isabell	Dobson
Fulmer, Rosemary	Florence, S. C.
Funderburk, Ruby Jetta	Rockingham
Futch, Madge Thomas	Magnolia
Gates, Nancy Grey	Kinston
George, Marguerite Curtis	Raleigh
Goad, Frances Virginia	Raleigh
Godwin, Jean Constance	Dunn
Gorham, Nancy Jane	Rocky Mount
Grainger, Rosa Imogene	Lake View, S. C.
Greene, Alice Jane	Raleigh
Griffin, Mary Olive	Durham
Griffith, Jean McLean	Lexington
Harris, Alice Gertrude	Concord
Hatch, Edith Angelea	Mt. Olive
Highfill, Virginia Barnes	Winston-Salem
Hill, Miriam Emily	New Bern
Hine, Emily Vivian	Winston-Salem
Holcomb, Virginia Mae	Winston-Salem
Holler, Margaret	Union Mills
Hooker, Esther Jane	Richmond, Va.
Hooper, Etta Frances	Elizabeth City
Horton, Alta Eugenia	Apex
Howerton, Dorothy Lansdell	Durham
Hudson, Katherine Irene	Statesville
Hurst, Iva	Pittsboro
Ianora, Amalia Margaret	Brooklyn, N. Y.

Ipock, Martha Elizabeth	Ernul
James, Hilda Pauline	Clyde
Jones, Martha McGowen	Wallace
Jones, Mary June	Selma
Joyner, Josephine Barbee	Spring Hope
Kaplan, Sheila Marcia	Greensboro
Keen, Marjorie Shannon	Durham
Knight, Maxine	Stokesdale
Kornegay, Christine	Seven Springs
Kornegay, Mattie Virginia	Mount Olive
Lassiter, Stella White	Potocasi
Lee, Mary Etta Mitchell	Varina
Liles, Margaret Hilda	Goldsboro
Lockamy, Carolyn Mae	Jacksonville
Loflin, Dorothy Lee	Goldsboro
McDonald, Sue Delle	Fuquay Springs
Manty, Viola Irene	Worcester, Mass.
Martin, Mary Elizabeth	Raleigh
Martin, Ruth Price	Mount Olive
Massey, Dorothy Sears	Louisburg
Maxwell, Betsy Dell	Raleigh
Middleton, Nancy Lee	Winston-Salem
Miller, Emma Ruth	Wallace
Mobley, Della Jane	Williamston
Moore, Annie Grey	Selma
Moore, Cornelia Doris	Elm City
Murray, Martha Grey	Rose Hill
Murray, Zelma Marie	Burgaw
Nicholson, Alice Mae	Hamlet
Olive, Irene McMillan	Southern Pines
Owen, Barbara Anne	Durham
Paez, Rita	Quito, Ecuador, South America
Page, Etra Etta	Clarkton
Parker, Jean Miller	Winston-Salem
Parker, Peggy Louise	Henderson
Patterson, Rebecca June	Sanford
Peele, Mary Trulah	Williamston
Perry, Margie Wayne	Raleigh
Reid, Mildred Ruth	Franklin
Resch, Nancy Regina	Mt. Pleasant, S. C.
Reynolds, Evelyn Little	Smithfield
Reynolds, Mary Beryl	Raleigh
Rogers, Lillie Belle	Wake Forest
Rozar, Albertine	Raleigh
Sadler, Mary Esther	Littleton
Severn, Billie Irene	Brigantine, N. J.
Shields, Angeline Katherine	Scotland Neck
Smith, Carrie Camille	Wilmington

Snipes, Annie Elizabeth	Wilmington
Stallings, Margaret Colleen	East Lumberton
Stanfield, Wilba Chambers	Durham
Stell, Dorothy Elizabeth	Raleigh
Stephens, Helen	Boardman
Stillwell, Elizabeth Ann	Sylva
Stone, Barbara Elaine	Durham
Straughan, Virginia Evelyn	Raleigh
Swinson, Lillian Rountree	Warsaw
Taylor, Agnes Scott	Raleigh
Teachey, Mary Elizabeth	Wallace
Teachey, Mary Helen	Wallace
Temple, Joyce Carolyn	Zebulon
Thomas, Helen Galloway	Greenville
Thomas, Joyce Evelyn	Rocky Mount
Thompson, Doris Louise	Fairmont
Timberlake, Edith Mae	Nelson, Va.
Tucker, Frances Jane	Raleigh
Wallis, Helen Louise	Portsmouth, Va.
Ward, Thomasine	Ryland
Warrick, May Elizabeth	Smithfield
White, Lovie Ruth	Hobgood
Whitfield, Pattie Lou	Mount Olive
Wilburn, Peggy Jane	Raleigh
Winfree, Geraldine	Raleigh
Witherspoon, Willie Geneva	Rockingham
Witmer, Jacqueline Ann	Raleigh
Wood, Julian Ann	Rockfish
Works, Evelyn Mae	Rocky Mount
Yeager, Betty Jean	Hickory

FRESHMEN

Abernathy, Patsy Nell	McAdenville
Adams, Letha Lorene	Charleston, S. C.
Alexander, Frances Elizabeth	Goldsboro
Andrews, Eleanor Jane	Pittsboro
Ange, Mercedes Virginia	Jamesville
Arthur, Jeanne Stewart	Portsmouth, Va.
Arthur, Myrtle Virginia	Driver, Va.
Austin, Hilda Marie	Winston-Salem
Baker, Faye Oliver	Raeford
Ballentine, Rebecca May Sutherland	Varina
Barnes, Alice Lillian	Youngsville
Beal, Margaret Ann	Richmond, Va.
Beckman, Jean	Farmville
Beland, Dorothy Louise	Washington, D. C.
Bell, Margaret Ann	Fayetteville

Bellamy, Sunshine	Scotland Neck
Berry, Louise Faye	Elizabeth City
Bishop, Helen Carolyn	Asheville
Bland, Doris Eva	Wallace
Bordeaux, Althea Christine	Wallace
Bowman, Charlotte Mae	Boones Mill, Va.
Boyd, Mary Estelle	Durham
Bradley, Emma Jean	Belmont
Brady, Betty Sue	Ramseur
Brewer, Sara Lonita	West Point, Ga.
Bridger, Valeria	Bladenboro
Britt, Marion	Clarkton
Britt, Rebecca Dora	Lumberton
Brown, Imogene	Four Oaks
Brown, Virginia Anne	Raleigh
Bryan, Elizabeth Jean	Hamlet
Bullard, Eva Pauline	Windsor
Bullock, Merritt Panthea	Roxboro
Bunn, Margaret McLeod	Roanoke Rapids
Bussy, Jacqueline	Hallsboro
Cain, Liza Ailcen	Fayetteville
Camp, Edith Adelaide	Waynesville
Campbell, Virginia Lee	Raleigh
Carroll, Doris Olivia	Charlotte
Cartwright, Norma Claire	Raleigh
Casey, Doris Cochrane	North Wilkesboro
Caveness, Henrie Helen	Carolina Beach
Cole, Olivia Madgelen	Burlington
Colovos, Margaret	Raleigh
Cox, Betty Winston	Durham
Cox, Estella Lou	Durham
Craig, Mary Frances	Lincolnton
Creech, Christine Oliver	Smithfield
Creech, Nancy Poole	Bethesda, Md.
Davis, Betty Marion	Yadkinville
Davis, Janie Sue	Shelby
Deans, Rosa Kathleen	Raleigh
Dixon, Bidney Winter	Raleigh
Dixon, Pauline	Walstonburg
Dover, Margaret Hopkins	Winston-Salem
Edwards, Rebecca Anne	Marshville
Emory, Elizabeth James	Northside
Fales, Margaret Carleen	Wilmington
Fales, Mary Dell	Wilmington
Ferguson, Emily Porter	Raleigh
Finch, Helen Frances	Mount Airy
Fleming, Sarah Bagley	Pikeville

Fleming, Susan Best	Pikeville
Fox, Betty Jean	Statesville
Garner, Margaret May	Winston-Salem
Garner, Ruth Hazel	Kenly
Gay, Carolyn Ann	Jackson
Gilbert, Rosa Catherine	Bolivia
Graham, Stennett	Proctorville
Gravelly, Mary Eleanor	Woodsdale
Greene, Gussie Ruth	Oxford
Griffin, Kathryn Ann	Monroe
Guyton, Erma Joy	Bladenboro
Haigler, Thelma Lucille	Monroe
Hall, Lou Ella	Waynesville
Hall, Ruth	Lillington
Hardison, Elizabeth	Goldsboro
Harmon, Lois Elizabeth	McBee, S. C.
Harmon, Rose Marie	Hallsboro
Harris, Doris Alberta	Raleigh
Harris, Nell	Raleigh
Havnaer, Helen Sara	Asheville
Henderson, Betty Julia	Raleigh
Holloman, Jessica Roselind	Ahoskie
Horton, Martha Anne	Erwin
Howard, Mollie Rea	Washington, D. C.
Howell, Margaret Irene	Severn
Hoyle, Mildred Glenn	Henderson
Humphrey, Mary Emma	Wilmington
Huppmann, Teresa Mary	Washington, D. C.
Hurwitz, Shirley Reva	Raleigh
Isbell, Kathleen	Winchester, Tenn.
Jackson, Loletia Marie	Frostproof, Fla.
Johnson, Barbara Ann	Benson
Johnson, Edith Ann	Lumberton
Johnson, Joyce Eileen	Beaufort
Jones, Frances Ida	La Grange
Justice, Elma Jean	Little Rock, Ark.
Keene, Mary Frances	Dunn
Kinlaw, Norma Marie	Lumberton
Knight, Carolyn Benton	Madison
Lancaster, Edith Eloise	Bolivia
Land, Frances Marie	Burlington
Landfear, Jacqueline Sue	Hamlet
Lewis, Anna Holmes	Rosehill
Lewis, Betty Ruth	Tomahawk
Lewis, Gloria Stuart	Loris, S. C.
Lewis, Sarah Elizabeth	High Point
Lewis, Winifred Frances	Raleigh
Liles, Martha Meredith	Goldsboro

Linney, Bette Jean	Wilkesboro
Linton, Mildred McDaniel	Kinston
Lucas, Alberta Rose	Knightdale
Lupo, Hiawatha Jean	Tabor City
McCormic, Allie Rebecca	Rowland
McCoy, Mary Beulah	Sumter, S. C.
McCoy, Mary Elizabeth	Charlotte
McGougan, Bennie Lee	Lumber Bridge
McLamb, Annalean	Benson
McNiel, Patricia Ruth	North Wilkesboro
McPherson, Mary Frances	Elizabeth City
Maddrey, Jean Crocker	Seaboard
Markland, Marian	Winston-Salem
Martin, Virginia Carol	Clarksburg, W. Va.
Mason, Helen Marie	Apex
Massey, Nancy Jo	Cary
Mayer, Grace Gloria	Memphis, Tenn.
Melvin, Sara Octavia	Kerr
Middleton, Sara Jane	Winston-Salem
Middleton, Virginia Ruth	Wilmington
Milliken, Mary Louise	Siler City
Mintz, Lois Catherine	Wilmington
Mitchiner, Doris Marie	Clayton
Moore, Margaret Glenn	Raleigh
Morgan, Anna Jo	Raleigh
Morgan, Betty Rose	Elizabeth City
Neese, Harriet Roberta	Cary
Nichols, Betty Lee	Durham
Nichols, Doris Jean	Earl
Norville, Margaret Helen	Richmond, Va.
Odom, Jessie Rose	Mount Olive
Oglesby, Edith Ann	Kinston
Olive, Octavia Jean	Ellerbe
Osborne, Iris Lorene	High Point
Outlaw, Jean Frances	Elizabeth City
Pair, Hilda Grey	Knightdale
Parker, Kathryn Gertrude	Lexington
Parker, Mary Lee	Rocky Mount
Pate, Frances Myrle	Pikeville
Paul, Margaret Anne	Beaufort
Pearce, Alma Willis	Hamlet
Peele, Evelyn Prudence	Lewiston
Phillips, Lillian Lenore	Asheville
Pierce, Nancy Lee	Windsor
Powers, Elsie Carolyn	Wallace
Proctor, Nell Gray	Rocky Mount
Pugh, Nada Lou	Elizabeth City
Pugh, Naomi Gertrude	Camden

Riddle, Mary Alice	Raleigh
Riggsbee, Jane Evelyn	Carrboro
Robertson, Emily Williams	Staten Island, N. Y.
Roland, Mary Burdetta	Wilmington
Rosser, Janet McLane	Vass
Rouse, Carrie Elizabeth	Seven Springs
Sanders, Laura Jane	Four Oaks
Sanders, Madge	Sanford
Sears, Katherine Warlick	Wilmington
Sears, Ruth Bradley	Morrisville
Shaw, Virginia Frances	Raleigh
Shellsmith, Barbara Jean	Raleigh
Sherron, Ila Valetta	Wake Forest
Simmons, Mae Marcelene	Mt. Airy
Singleton, Dorothy Lou	Raleigh
Skinner, Ellen	Mt. Gilead
Smith, Isabelle	Chadbourn
Smith, Pettis Ann	White Oak
Smith, Ruth Frances	Maxton
Snell, Pattie	Columbia
Stallings, Evelyn Joyce	Youngsville
Stanley, Jane Merle	Loris, S. C.
Stephenson, Edith Ann	Pendleton
Stillwell, Joy Blake	Sylva
Stroupe, Laura Rogers	Mount Holly
Summerlin, Ruth Eugenia	Fuquay Springs
Sykes, Edith Rachel	Spring Hope
Taylor, Dorothy Elizabeth	Raleigh
Thomas, Mary Beth	Asheville
Thompson, Edna Frances	Silver Spring, Md.
Thompson, Foy Lea	Haw River
Timberlake, Phyllis Rose	Youngsville
Tolan, Ina Elaine	Belhaven
Vail, Doris Mae	Pikeville
Vila, Mildred Louise	Sanford
Vinson, Mary Helen	Clayton
Wallis, Elizabeth Ann	Portsmouth, Va.
Ward, Annie Ruth	Brunswick
Ward, Carrie Frances	Mount Olive
Warren, Mary Virginia	Charlotte
Weathers, Jolene Betsy	Wake Forest
Wells, Ruby Gayle	Rosehill
Westmoreland, Margaret Gibbs	Marion
White, Barbara Jean	Goldsboro
Wilkerson, Helen Marie	Willow Springs
Williamson, Vera Hulda	Biscoe
Wilson, Dorothy Lowe	Lumberton
Wilson, Kathryn Charlotte	Burlington

Wishart, Catherine Jane.....	Walpole, Mass.
Witherspoon, Frankie Doris.....	Rockingham
Witmer, Rose Marie.....	Raleigh
Wood, Catherine Louise.....	Burlington
Woody, Zella Dew.....	Henderson
Wyatt, Ruth.....	Hobgood

SPECIAL STUDENTS

Barnes, Barbara.....	Raleigh
Browne, Cicely.....	Raleigh
Buie, J. R.....	Raleigh
Cameron, Elizabeth.....	Burnside, Ky.
Childress, Dorothy.....	Raleigh
Eakley, Joanne.....	Raleigh
Eatman, Betty.....	Raleigh
Eberhart, Pat.....	Raleigh
Edwards, Grace Pope.....	Fuquay Springs
Edwards, Jean.....	Raleigh
Everett, Betty Ann.....	Raleigh
Foster, Frances DeWitt.....	Raleigh
Freeman, Claire Elizabeth.....	Raleigh
Freeman, Doris Hunter.....	Raleigh
Fritz, Eloise Lillian.....	Raleigh
Hester, Henry Dewey, Jr.....	Raleigh
Hirschberg, Nell.....	Raleigh
Jamerson, Jessie Louise.....	Wake Forest
Johnson, Ruth Daughtery.....	Fuquay Springs
Jones, Doris Marie.....	Cary
Lambert, Luna.....	Mount Olive
Leach, Mrs. Oscar.....	Raleigh
Levi, Samuel Harry.....	Raleigh
Loadwick, Lila LeVan.....	Parsons, Kans.
Lund, Mrs. Lydia H.....	Raleigh
McCormick, John Franklin.....	Raleigh
Maynard, Helen Gilbert.....	Raleigh
Moore, Marilyn.....	Raleigh
Morris, Mrs. Roy L.....	Raleigh
Murphy, Margaret.....	Raleigh
Parker, Eunice Mac.....	Mount Olive
Peele, John.....	Elizabeth City
Ritchie, Mrs. Geraldine Monk.....	Raleigh
Sanders, John Lassiter.....	Raleigh
Satterfield, Mrs. G. Howard.....	Raleigh
Satterfield, Margaret Pierce.....	Raleigh
Satterfield, Mary Louise.....	Raleigh
Shaw, Margaret.....	Macon
Sheffield, Annie Louise.....	Raleigh

Siddell, William	Raleigh
Spencer, Elizabeth Baucom	Raleigh
Stuart, Dorothy Bunn	Raleigh
Upchurch, Martha	Raleigh
Wauchope, Elizabeth	Raleigh
Winfield, Jane Miller	Washington

SUMMER SESSION, 1944

Allen, Janie Sue	Cherryville
Bailey, Frances	Raleigh
Baker, Mary Rachel	Pageland, S. C.
Bandy, Frances	Lincolnton
Barbour, Betsy	Fuquay Springs
Beaty, Mary Lillian	Charlotte
Beddingfield, Eugene	Raleigh
Bostic, Geraldine	Warsaw
Bowers, Sallie Ray	Littleton
Bowman, Dorothy Pearce	Raleigh
Britt, Isabel Rose	Cary
Brothers, Jean Frances	Elizabeth City
Brooks, Sybil Eve	Raleigh
Bruton, Dorothy Mae	Raleigh
Buie, J. R.	Raleigh
Campbell, Mary Elizabeth	Raleigh
Campbell, Virginia Lee	Raleigh
Carr, Lillian Etheleen	New Hill
Cherry, Willie Mae	Washington
Chipley, Agatha	Raleigh
Cole, Olivia Madgelen	Burlington
Cooper, Robert	Raleigh
Coppedge, Hallie Maria	Durham
Craig, Mary Frances	Stanley
Crump, Mary Susan	Wagram
Currin, Mary Washington	Northside
Dail, Elizabeth Anne	Salemburg
Davis, Jessie Leigh	Yadkinville
Davis, Mary Elizabeth	Wadesboro
Davis, Mary Harriett	Winston-Salem
Deaton, Betty Lou	Raleigh
Delbridge, Alice Artolia	Spring Hope
Dorsett, Josephine Moore	Siler City
Fishel, Eloise Thomas	Oxford
Fleming, Mary Bryan	Raleigh
FormyDuval, Ida Pauline	Wilmington
Freeman, Doris Hunter	Raleigh
Freeman, Mary Maxwell	Dobson
Gibbs, Hilda	Seven Springs

Gyles, Elsie Mae	Raleigh
Hamrick, Martha	Raleigh
Haywood, Mary Carolyn	Florence, S. C.
High, Nancy Pauline	Raleigh
Hines, Margaret Louise	Roanoke Rapids
Hinton, Genevieve	Apex
Hoggard, Eileen Betty	Aulander
Holt, Betsy Jean	Raleigh
Hoyle, Viola May	Henderson
Hudson, Irene Katherine	Statesville
Johnson, Ruth Daughtery	Goldsboro
Jones, Myra Harton	Murfreesboro
Kemp, Nellie Bryant	Zebulon
Kitchin, Maria Arrington	Scotland Neck
Lambert, Mary Dell	Carthage
Lassiter, Helen Rebecca	Potescasi
Lawton, Cora Lee	Iva, S. C.
Lewis, Mary Hildred	Middlesex
McDonald, Sue Delle	Fuquay Springs
McLendon, Anne	Lexington
Marley, Rebecca	Cary
Matthews, Mildred Joyce	Raleigh
Maynard, Virginia Elizabeth	San Jose, Costa Rica
Morgan, Nedgelena Elizabeth	Angier
Olive, Mary Helen Mills	Raleigh
Pace, Emma Jean	Zebulon
Paez, Rita	Quito, Ecuador, S. A.
Pair, Hilda Grey	Knightdale
Pearce, Ollie White	Zebulon
Pearse, Mary Barbara	Raleigh
Peatross, Martha Beatrice	Raleigh
Peck, Laura Frances	Albemarle
Perkins, Annie Wray	Roxboro
Phillips, Iris	Cary
Poole, Margarete	Raleigh
Powers, Sarah Kathleen	St. Pauls
Pressly, Harriet	Raleigh
Proctor, Jennie	Fuquay Springs
Ray, Evelyn Mae	Whitakers
Reynolds, Evelyn Thain Little	Smithfield
Rotella, Mary	Asheville
Royal, Dorothy Turlington	Salemburg
Satterfield, Mrs. G. H.	Raleigh
Sawyer, Ida Lucille	New Bern
Scroggs, Dorothy Lucile	Raleigh
Sheffield, Mrs. C. W.	Raleigh
Shields, Ione Kitchin	Scotland Neck
Shuffler, Ila Marie	Raleigh

Siddell, William.....	Raleigh
Simpson, Elaine.....	Tifton, Ga.
Smith, Margaret Weathers.....	Fuquay Springs
Snipes, Annie Elizabeth.....	Wilmington
Spencer, Ruby Lee.....	Ayden
Staudt, Frederick William.....	Raleigh
Stevens, Mary Barbara.....	Raeford
Stone, Dorothy Lee.....	Morrisville
Stonebanks, Betty.....	Raleigh
Terrell, Frederick William.....	Raleigh
Thompson, Marguerite Charlotte.....	Raleigh
Vande Kieft, Ruth.....	Raleigh
Wallace, Frances Estelle.....	Jamesville
Wethington, Mary Lee.....	Grifton
Whitaker, Annie Virginia.....	Raleigh
Wilson, Margaret Joyce.....	Raleigh
Wilson, Mary Elizabeth.....	Hurdle Mills
Wrenn, Mary Elizabeth.....	Wise, Va.
Yelverton, Betsey Paul.....	Raleigh

SUMMARY OF STUDENTS

Seniors.....	129
Juniors.....	86
Sophomores.....	139
Freshmen.....	212
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Total Classmen.....	566
Special Students.....	45
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Summer School Students.....	106
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Less (for duplication).....	70
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Net Enrollment.....	647

SUMMARY BY STATES AND FOREIGN COUNTRIES

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Kansas.....	1	Virginia.....	14
Kentucky.....	3	West Virginia.....	1
Maryland.....	3	Wisconsin.....	1
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